DOCUMENT RESUME

ED 046 316 HE 001 820

TITLE	Communiversity. Proceedings of the 46th Annual Conference of the Association of College Unions International (Denver, Colorado, March 23-26, 1969).
PUB DATE	69
NOTE	218p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS	Administrative Organization, Conference Reports, *Educational Change, Facilities, *Higher Education, *Minority Groups, *School Community Relationship, *Student Unions

ABSTRACT

The Proceedings are divided in 6 parts. The first 5 parts present the papers delivered at the conference. They are: (1) the union and society, (2) the union and minorities, (3) the union and change, (4) the union operation, and (5) the union building. Part 6 deals with the business of the Association. (AF)

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Association of College Unions International

Forty-Sixth Annual Conference

Denver Hilton Hotel
Denver, Colorado

March 23-26, 1969

COMMUNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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PART ONE: THE UNION AND THE SOCIETY

Keynote Address

THE UNIVERSITY AND THE COMMUNITY

James B. Holderman, Vice Chancellor
University of Illinois at Chicago Circle

Talk is of an up-tight world! Life has broken out of the classic "bowl of cherries" syndrome. Neighbors speak as if in foreign tongue. Generations gap. Adults shake their heads in astonished anguish. Young people shake their fingers in anxious accusation. Institutions long considered the bulwark of society suffer attack, undergo painful change, or literally crumble. Some say almost apologetically, "It is only history repeating itself;" others proclaim that "the problems have never been more grave." Still others moan that a shake-up is either in order or in process.

Dialogue, communication, meaningful experience are terms utterly exhausted from indiscriminate use. Liberal and conservative are among the labels rendered useless by a world changing so rapidly that our capacity to characterize and compartmentalize with any semblance of accuracy is lost. For that, perhaps, we should be grateful!

The university has been at the focal point of the discord and dissent. The university has undergone sharp verbal and violent physical attack. It has been examined and reexamined, criticized and re-criticized, assessed and reassessed. Anyone involved in university life knows the tonnage which has been produced and then accumulated in our respective files on the problem. It is indeed tempting to identify any observations about university ferment as a kind of *Peyton Place Revisited.*

It is truly an understatement to observe that universities—indeed, the entire educational community, is challenged as never before. Its very reward and priority system, its determination of responses, its traditional activities and programmatic orientation come into question. The substance of the university has come into question.

It would be folly to embark into the theme of the university and the community by ignoring the variety of forces and pressures which come to bear, both historically and currently, upon the educational arena and higher education particularly. One contemporary observer clearly underlined the intimate involvement of the university and society when he wrote, "Universities don't spring up in the desert nor in primitive societies. A great university is the product of a great cultural tradition and vital civilization. It can flourish only in a society that has the will to nurture such a tradition and the vitality to support it. It will not flourish if the civilization that supports it decays.

"In short, universities have a stake in the health of their society."

In this sense then, universities are reflective of the problems and concerns of society. Nevertheless, the debate is on. The proposition is essentially the extent of the university's involvement in the world with relevant teaching, practical applied research and programs in public service.

On the one hand, Jacques Barzun, for twelve years—until 1967—Dean of Faculties and Provost at Columbia University in New York City, suggests that the universities have diluted their capacities to offer superior educational opportunities to students by preoccupation with external interests and projects. Barzun attacks specifically the "community service concept" that directs university resources to a whole host of activities which, he argues, have nothing to do with either teaching or learning. "The school of social work aids the poor, the school of architecture redesigns the slum, the school of business advises the tradesman, the school of law gives legal aid, the school of dentistry runs a free clinic, and the undergraduate college supplies volunteers to hospitals, recreation centers, and remedial schools," says Jacques Barzun. All this, he argues throughout his most recent book, ***The American University, How it Runs, Where it is Going***, is contrary to the real purpose of the university and is the source of many of the problems currently troubling college campuses. The students justifiably sense that they are incidental powers in the lucratively dynamic chess game called American higher education. Barzun contends that the vital thread in education, pure theory building, research, and unblemished intellectual stimulation between teacher and student, is lost or seriously minimized by the demands from within and without, for service, programs and academic relevance. Barzun is not alone; there are many who share this view, both laymen and educators.

There are also many, however, who do not support this rather parochial view of higher education. While it would be foolish to argue the other extreme that universities must be concerned solely with service programs and so-called outreach activities, there is a blend of emphases to be sought. Research, both pure and applied, superior, qualitative and relevant teaching, and rationally motivated programmatic responses to community needs: all have their place within the university; none at the expense or exclusion of the other; all in complementary support to build the comprehensive, sensitive university.

Certainly the most articulate spokesman for this latter view is John Gardner, whom some have called the Emerson of the twentieth century. Gardner has written:

> "There is in the academic world a tradition that the university must be somewhat separate from society. Certain kinds of scholarly and scientific activities have benefited considerably by that separation. At least a part

> of the university must always be a haven from the pressures of the society—a haven for dissent, debate, reflection and creative thought.
>
> "But from the beginning of our national life, some leaders of thought have envisaged American universities as being intimately tied to the goals and strivings of the whole society, and as serving the society in very direct ways.
>
> "That was the view of Thomas Jefferson. It was the view of Benjamin Rush. It was a view that did not come fully into its own until the Land-Grant college movement. Alfred North Whitehead expressed the prevailing American view when he said, 'Celibacy does not suit a university. It must mate itself with action.'
>
> "Today the seemingly antagonistic traditions of separateness and involvement exist side by side in our greatest universities. At the heart of any great American university there is the kind of insulation from the market place that permits reflective and creative thought. At the same time, in other parts of the university, there is extensive interaction with the rest of the society."
>
> "I would not wish anything to alter the character of the university as a haven for dissent and for creative, scholarly work. That must be preserved at all costs. But I believe that those parts of the university which are already involved with the larger community are going to have to take that relationship more seriously than ever before. Some academic people—including close friends of mine—are advocating precisely the opposite position; less rather than more involvement. I respect their motives, I see the point of their arguments; and it grieves me that they should be so wrong."

This is not a time in history when higher education can turn its back; critical introspection and assessment are required.

If higher education has any noteworthy and continuing successes in its history, it is the definition of the concerns of society and the application of programs designed to meet these concerns. Today this special and historically refined talent is vitally needed to articulate between the communities, so obvious in American society, which evidence a failure and inability to communicate.

What am I saying?

In the presence of great wealth, there is stark poverty and serious incidence of malnutrition.

In the presence of the most comprehensive educational system in the world, there is a growing cry for programs for those who are educationally impoverished.

In the face of economic boom, there are vast numbers of hard-core unemployed.

In a country whose reason for being is based on the fundamental premise that "all men are created equal" neighbor pits himself against neighbor about who can live where.

We should not be surprised when we hear the anguished cry, borne of frustration and a century of broken promises, welling up in the ghetto. To respond that education is the only answer is gross oversimplification while at the same time, it implies at least one, if not a two-generation delay, before any measurable progress can be achieved. Time, however, is not on our side.

Just a year ago, at the American Association for Higher Education meeting in Chicago, representatives of colleges and universities across the country took stock of the urban crisis and their respective roles in meeting it. Through a resolution, a collective sentiment was expressed. I quote:

> "Basically, the one element underlying the current social upheaval in this country is the disadvantaged individual. He is hopelessly handicapped by a variety of interrelated factors: sub-standard housing whether it be in the ghettos of the city or the rural areas of the country; depressing home conditions of broken families with no encouragement to advance; the victim of discriminatory practice in every aspect of his living; and ineffective education. In this denial of the simplest rights to citizens in a democracy, higher education, for the most part, has chosen to walk on the other side of the street. The excuse most often advanced for this act of inhumanity is preoccupation with the real purposes for which colleges exist: instruction of the qualified, and research. Public service as a purpose seems to have been lost in the process.
>
> "The national conference on higher education recommends a reversal of the present attitude, and with it, an acceptance of responsibility to do something about this American tragedy. Three categories of action are suggested.
>
> 1. Extension of the classroom into the community of the disadvantaged through such activities as awarding college credits for service performed by students, and the development of community service projects. Such activity might well include cooperation with such agencies as the President's Council on Youth Opportunity, the National Service Secretariat, as well as other recognized community service agencies;
> 2. Influencing state or private policy to establish units of junior and four-year colleges near the people to be served with appropriate educational programs and staffed with teachers who understand both the problems of the disadvantaged and how to deal with them effectively.
> 3. Encouraging interdisciplinary research to the end that better procedures may be found to eliminate the circumstances which cause people to be disadvantaged. This research effort may produce, also, better procedures for achieving success in categories one and two.
>
> Deep concern accompanied by willingness to innovate and experiment will do much to alleviate the serious social problems."

While these programs are worthy of our immediate attention and activation, one acknowledgement not explicitly made in the association resolution, and too often overlooked elsewhere, is this: programs for the so-called disadvantaged must be a temporary solution. The best disadvantaged program is one of planned obsolescence. To admit or recommend that they are to be a new kind of permanent addition to the educational community is to confess to our inability to do anything about the urban crisis except offer after-the-fact prescriptive programs.

Colleges and universities need to examine critically their own admissions policies regarding the inner-city student. Criteria other than straight class rank and ACT scores need experimentation in admissions programs. Accelerated curricula to bring inner-city students to competitive levels of skills, and adequate counseling and guidance are needed; intellectually diluted curricula and degrees are not needed or wanted.

Higher education must go into the ghetto schools—elementary and secondary, not only directly with programs which it formulates or superimposes, but with teachers trained in our colleges and universities who are dedicated to bring quality where there has been none—or at least precious little—to light a kind of intellectual fire among the young of the ghetto.

Once this fire is lit, however, it must not be allowed to be extinguished by the kind of injustice far too prevalent today. It is a dangerous thing! If we are not prepared to accept the consequences of unbridled learning by according equally unbridled opportunity, the situation is not only sorely aggravated, it is lost.

The community of higher education must know that this is part of our challenge—preparing a vast constituency for a new generation, impartially equipped, girded with talents and skills and knowledge, and totally unprepared for rebuff for such extraneous reasons as race, color or creed.

The pace needs setting. Higher education must move swiftly in conjunction with programs developed by the elementary and secondary schools and the junior colleges into programs of adult education—not only for the indigenous citizen of the ghetto but for those outside the ghetto whose attitudes and prejudices have been crucial longer than many of us care to remember.

I have suggested, rather strongly, that a sense of urgency must prevail. We are not permitted the luxury of delay, of prolonged planning, of belabored discussion about mission and focus. And the nature of our response as a community can be no less complete than the comprehensive programs of the Land-Grant colleges movement begun 107 years ago. But this is not a challenge restricted to the urban university.

No one or no institution can justifiably escape the pressing needs about us. To excuse oneself by "doing your thing" cannot continue as an acceptable argument for ignoring the current problems. The extent of the need for an immediate response from the higher education community requires almost universal involvement.

We are practically at the point as a society that "urban America" is a redundant expression. The remote, rather aseptic little enclave, the ivy-covered, cloistered campus nested somewhere snuggly in the hills is a Currier and Ives-like cameo soon to be gone from the scene. The buildings and the ivy may linger, but a dynamism is required now by students, and by administration and faculty and society. Colleges and universities are moved to go beyond introspection and monastic withdrawal from society in quest of ultimate answers. If the student activity on our campuses is to have any lasting, positive impact—and I believe it can if we respond to it sensitively—it is to awaken institutions to our own shortcomings, our own inflexible bureaucracy, our own lock-step response to new needs, and our own self-ordained scale of priorities.

No institution can escape or, indeed, ought to try. Even in the most remote hinterland the college or university must acknowledge the community of which it is a part, but not in the traditional town and gown pattern. This society is beyond compartmentalization. I had no difficulty in flying from Chicago to Denver. I trust I shall have no problem getting back—all in less than twenty-four hours. What has transpired technologically must also occur sociologically. We are literally forced to it! Neither Steamboat Springs, nor Columbia, nor Southern Methodist, nor Madison, nor St. Mary's of the Woods, nor Kansas State, nor the University of Illinois at Chicago Circle can pull out! Nor should we try to do so!

We have a unique opportunity to respond and to survive as a viable source of meaning or to remain so up-tight we are cast among the gruesome line-up of culprits charged with indifference and fear and self-satisfaction—the ingredients which will bring this society to its knees.

A variety of responses are possible:

1. Innovative programs in continuing education, not the typically dull-as-dishwater adult education extension offering, but a format designed to help the community keep pace, and want to keep pace, with a society experiencing unprecedented technological and social change.
2. An examination and revision of curriculum breaking out of molds so old and so outdated that they are almost totally inapplicable to the twentieth century.
3. A sharing of facilities with neighbors and community encouraging an exposure to and acknowledgement of colleges and universities as a physical presence and as a sympathetic ally.
4. The willingness of the university to lead in the community and to intercede on its behalf when required.

These responses are general and encompass significant subsequent steps. But they reflect an essential commitment.

Staff members of unions and personnel associated with the program and service aspects of colleges and universities are as integral as any segment of the university. I hold, and there is evidence to support this view at Chicago Circle, that they must be involved in the university's decision-making councils. They are "where the action is!" They know "the way it is!" To involve them is to acquire their insights, their advice; to preclude them is sheer folly, as senseless a self-inflicted wound as one can imagine. God knows—at least if he reads a daily newspaper—that university administrators need all the help they can get. It is difficult to imagine an advisor in a more sensitive position than the Union Director and his staff. It is much of his program, it is the union facility which must be an integral part of the total university's response to community.

As I have already suggested the union at Chicago Circle and all its related satellite activities are critical aspects of our total program. In certain respects, the problems of Chicago Circle are unique; in others they are quite typical, undoubtedly characteristic of countless other campuses. Let me tell you briefly about our problem and program.

The decision to locate the Chicago Circle Campus in the heart of the city was an unwelcome one—at least to those whom we were to displace and among our new neighbors. Greek-town was destroyed and we became the subtle target of an internationally acclaimed film *Good Night Socrates* which poignantly underlines the lack of heart of an Urban Renewal steam shovel. Our Italian neighbors to the west saw us—and probably still do—as greedy intruders for whom it was only a matter of time before we gobbled up their homes and parks. Our black neighbors to the south and southwest were puzzled and suspicious at our coming, hostile at our proposed expansion into their "territory" and isolated from their Italian neighbors across the street.

As the campus opened in 1965, several suggestions developed in administrative circles for accommodating neighbors and anticipating their concerns. The idea of a monthly university-neighborhood luncheon group with leaders we would select from the community became the focus of our planning. In retrospect, it is fortunate that the bureaucracy of the university never permitted the idea to see the light of day! It is difficult to imagine a more serious mistake. We would have been guilty of blatant tokenism. We would have picked the wrong people. We would have been totally unprepared to respond to their concerns, if indeed, they were prepared to articulate them which is rather doubtful.

There was no rapport, no trust, no confidence. Our task was to build these but I do not recall that we were specifically aware of it. Our concern was prompted more by fear, not only of physical destruction, but of the unknown. We did not know much about our neighbors and our first responsibility was to admit how ignorant we are about our neighbors, their needs and their anxieties.

In the summer of 1966, the first Chicago riots broke out across the street from the campus and, fortunately, moved in a direction away from our facilities. Why we avoided being a target, we do not know. There were warnings, which we received with appropriate alarm, that our sanctity was not a permanent feature. Our subsequent response was principally defensive.

The university employed a federal contract compliance officer who soon moved into the area of neighborhood relations. He did so by establishing an identity, first with the university, then with its neighbors. Conversation was under way and rapport developed, uncertain at first, but true beginnings. Our neighbors told us of their needs, their suspicions, their disillusionment. We responded with multi-faceted answers:

—An employee recruitment program taking the recruiter and the civil service exam into the neighborhood. Over four hundred nonacademic positions have been filled with previously hard-core unemployed. The program enjoys an attrition rate lower than other employees. Those who fail to meet job requirements are either afforded opportunities to acquire skills or are assisted by us in finding employment elsewhere. We still do not have training programs on campus to meet these needs.

—Widespread use of our facilities at times when they are not in use by faculty and students. Last summer alone, over seventeen thousand young people from throughout the city used our union pool, bowling alleys, and other recreational facilities. Some of these youngsters saw and used a shower for the first time in their lives. Not a single incident took place—in fact we have had only one in three years of winter week-end and summer programs and that was a minor one.

—Programs of activities of cooperation between the university and the community, such as:

Song fests,
A Little League Baseball team,
Store front classes,
Excursions to cultural events in the city,
Programs for neighborhood redevelopment throughout the city,
Reading and tutoring projects,
Home visitor and campus pal programs,
A film documentary made by local gangs,
Design of a Community Cultural Center,
Integrated curriculum of Black Studies and Latin American Studies,
Upward Bound projects,
Placement of teachers in inner-city schools,
Institutes in Black History,
Programs in improved instruction in English,
Student field work,
Training programs to bring hard-core unemployed to a level for passing firemen's civil service exams,
Career counseling with gangs,
Basic business training for gangs and adults in our neighborhood.
Intercession by the university with public agencies for the offering of low-income housing which can be purchased and will not become a high-rise slum,
Community health projects,
A Halloween Party for seven hundred neighborhood youngsters
A program in guitar instruction for neighborhood youngsters. Educational Assistance Programs, now in their third year, have nearly 350 students participating. Approximately one hundred of these were admitted in an experimental program with special admission requirements.

We have admittedly only scratched an immense surface. But we are richer for it. We are proud that our union has been at the forefront of these activities. In attempting to develop a sense among our neighbors that they have a vested interest in us, we have acquired—at least among many of us—a sense of vested interest in the joys and sadness, in the successes and disappointment of our neighbors. The channels for dialogue are open. Our responsibility is clear: maintain that dialogue and deal with increasing candor with our neighbors; sharing our mutual assets, and working to eliminate, by every method available to us, an impoverishment in education, in economic resources and, most critically, in opportunity. Our initial motive—fear—has gradually given way to a commanding sense of purpose and involvement. Some of us have recognized that, as a university, failure to respond is a more serious consequence than feeling the touch of the anguished.

As participants and decision-makers in colleges and universities, our task, in addition to the traditional goals of higher education, is to acknowledge our ignorance in the face of the nagging questions of our society, and to seek those answers which will enhance the collectively productive relationship of the university and its community. While ours may be clearly drawn in the glare of urban contrasts, they are no more or no less significant than yours, wherever your institution, whatever your community.

Fifty years ago, in the *War of the Worlds*, H. G. Wells foresaw a "fateful race between education and catastrophe." The contenders have just rounded the far turn. It's neck and neck. And we are in the unusual position of jockey, owner and bettor. What we need *now* is a strong burst in the stretch! It is up to us!

SHARING WITH THE COMMUNITY

(A Case Study)

Ronald C. Barrett, Director
College Union
San Jose State College

Fred Miller had recently moved to Santa Maria University to serve as the director of the college union building. The university was in a large city with a substantial minority population of Mexican-Americans (15%) and blacks (5%). Many of the Mexican-Americans lived in the immediate community near the downtown campus, while the blacks were not living as close to the campus.

Shortly after he was hired, Fred went with the dean of students to get acquainted with the president of the university. In the course of the conversation the president indicated to Fred his hope that the Union Board might emphasize programs for the minorities whenever possible during the coming year. Fred agreed that this was an important objective at this time. Fred made a point of discussing this conversation with his new program director, Susy Lund, and the Union Board chairman, Bob Wingate. Both agreed in principle with this; in fact, Bob was pursuing a course of study which was primarily oriented towards the literature of minority writers.

The university had that fall gone out of the way to provide extra funds and to waive normal admission standards so that more blacks and Chicanos (Mexican-Americans) could be admitted. Special information sessions for the academic and non-academic staffs were held so that they would be aware of the efforts of the institution to enroll more minority students and to explain why they were doing this. Special understanding of these people and their backgrounds was urged and reference reading lists were provided.

The university had also appointed two Chicanos to key staff positions: an ombudsman and a special counselor for the minority groups. The president had asked a Chicano to head up the new Mexican-American Cultural Affairs Center so that more might be done to develop programs in this area. The blacks were receiving similar consideration and a Black Studies program was being developed.

During the previous year, several incidents related to black militancy had occurred while the Chicanos had remained relatively quiet. The Union Board presented a week-long seminar devoted to better understanding the blacks, and response was quite favorable. Black students had been actively involved in planning this program.

The Chicanos had become more vocal as the previous year drew to a close. At graduation time they charged "racism" and demanded that the Commencement be cancelled. During the summer they sat in for one day in the President's Office and demanded that even more of their people be admitted to the university. The president felt that both of these requests were unreasonable in relation to the circumstances and facts and denied their attempted interruptions and charges. With the opening of school in the fall, the newly-appointed director of the Mexican-American Cultural Affairs Center resigned, charging that the Chicanos did not accept him. Chicanos claimed that they had not helped select him and he was thus unacceptable. A suitable Chicano replacement could not be found at that late date. The program was thus temporarily put aside.

The Union Board was comprised of ten students, with the Union Director, Fred Miller, and the Program Director, Susy Lund, as advisers. The board was given a substantial budget to present programs for the campus and it offered a wide spectrum of events. At an early meeting, the board discussed the idea of programming for the minorities and they agreed in principle with this.

At one of the early meetings of the board, Bob Wingate, chairman, indicated that the Mexican-American Student Club (MASC) had requested that the Board present a Chicano theatrical group (Teatro). Sally Martinez, from MASC, was present and she provided the board with background on this theatrical group. She emphasized the value at this time (for the students and community) to see this group of Chicanos presenting their theatrical offering *The Shrunken Head of Pancho Villa*. The play was written by a Chicano, a former Santa Maria student. She explained that their fee should be $1,500 as they often got very little for performing for migrant worker groups elsewhere in the state.

The Board discussed the value of this new type of program for the campus and agreed to schedule the event. A date was selected in October when the group was to be available. The board agreed to their standard admission policy for the event. This established policy called for free admission to all students with activity cards with those from off campus paying $2.00 per ticket. The board anticipated many students would desire to see this group perform.

The auditorium was reserved and publicity started before a representative of MASC informed Bob that the October date would have to be cancelled as Teatro had a scheduling problem.

At the regularly scheduled board meeting three weeks later, Sally was again present. She indicated that the October date conflict was unfortunate and she had the date of November 10 to suggest as the new date for the presentation of Teatro. She asked that it be rescheduled for this November date, and that members of the Mexican-American community be admitted free of charge. The board expressed great concern with the new date as it was the same night as the homecoming dance. Both of these activities were being supported by student body funds and the competition seemed unhealthy. Bob polled the board and they decided not to offer the program on November 10. They asked if Sally could offer another date, and after checking via phone she indicated no others were available. The meeting thus ended with the board unwilling to compete with the homecoming dance.

Earlier that day, Director Miller and Program Director Lund had chatted over coffee about the sensitivities of the Chicano students on campus. The previous day the Chicanos had taken several hundred issues of the school newspaper and destroyed them by tossing them in the college pool. They did this to object to a sports page editorial by a student covering the Olympics. The Chicanos felt that the student editorial described Mexico unfavorably. Fred and Susy couldn't really understand this reaction on their part, as the article seemed quite inoffensive to them.

At the next meeting of the union board, several guests were in attendance. The guests had indicated in advance to Board Chairman Wingate that they would like to again discuss the Teatro performance. Bob Wingate was reluctant but finally agreed. MASC was represented by Sally Martinez and another girl member. Also present were two faculty members who Fred recognized as leaders in the activist teachers' union on campus.

Sally requested the board reconsider their action of the previous week. Both faculty members also asked that the board reconsider their action, and one promised that his students in Mexican-American art would all be present if the program was held. The guests suggested to the board that only a few of the many thousand students at Santa Maria University would want to attend the homecoming dance and that most Mexican-American students would not. They suggested this would be a fine gesture of good will to the Chicano community of the city.

The MASC students again raised the issue of charging admission to the community. Bob told them that to not charge would be an exception to the board's policy and that no such concession had been made to other minority groups for previous programs. Examples of such programs featuring black performers, etc. were given.

At this point one of the MASC students said to Bob, "It sounds like racism to me, in that you won't let our people in free." It was obvious that the board members were beginning to feel pressure from their guests, and Bob and some of the others became more defensive in the discussion that ensued.

At this point in the meeting someone suggested that the homecoming dance conflict might be avoided by offering two performances on that evening, one prior to the dance free to all students and one later in the evening (primarily for the community) with adherence to the normal admission policy. The Homecoming Chairman was brought into the meeting and she agreed that the proposal sounded reasonable to her and could be listed as a part of the Homecoming Week's activities. The board, with some relief, accepted this suggestion and moved on to other business.

Fred had to leave the meeting at this point and the two Chicanos also left at that time. He assumed this issue was apparently now settled and he was personally relieved.

Later that afternoon when Fred returned from another meeting, his Program Director, Susy, was anxiously awaiting a chance to talk to him. Susy reported to Fred that shortly after he left (but before the Board had adjourned) three boys representing MASC had barged into the meeting. A spokesman for the three, Mike Juarez, began shouting at the board criticizing their decision to charge members of the community. Mike used extreme vulgarity in his tirade; he charged the board with racism and threatened them by indicating that he would "let the campus know what you're like." The board members were apparently so shocked that no one responded immediately and the three MASC representatives left. Susy asked one of the faculty members who was still present if he could explain this behavior to the board. The faculty member indicated that he could not. The board adjourned with most of the members quite disturbed.

After Susy left, Fred sat in his office and pondered what they should now do. Obviously Susy and the board members were upset. He wondered if the union board should make an exception for this community group? How should the board respond to threats like this? How active should he and Susy—as advisers—be at this point in seeking a solution? Homecoming Weekend and the Teatro performance were but two weeks away.

THE UNIVERSITY AND THE COMMUNITY ARTS COUNCIL

Harry Veeder, Assistant Director
Detroit Adventure

For ten years now, Wayne State University has been a leading supporter of Detroit Adventure, the city arts council. It may come as a surprise to some people that an arts council could be operating for that much time, for the concept of coordinating bodies for the arts is a fairly recent phenomenon. In 1960, the year after we began, there were only fifty communities in the nation with cooperating arts organizations. A major push for the arts council movement came on the federal level in 1965 with the establishment of the National Endowment for the Arts. The Endowment provided funds on a matching basis to state legislatures to create state agencies for the arts. As a result, state arts councils exist in all fifty states and they have been active in encouraging their communities to form local councils. By 1968 there were approximately 500 cities and towns with community arts councils, a dramatic growth in only eight years.

Detroit Adventure began originally as a cooperative venture of the three largest agencies located in the area known in Detroit as the Cultural Center—Wayne State University, the Detroit Institute of Arts, and the Detroit Public Library. Since 1959 Detroit Adventure has expanded to include twenty-eight member institutions encompassing the entire metropolitan area of Detroit. As outlined in the bylaws of its charter, the purposes of the council are:

> "To foster and advance the cultural programs and activities of the institutions herein listed or hereafter added by the Board of Trustees:
>
> 1. Enhancing the understanding of the purposes and activities of these various institutions, thereby increasing attendance and participation in their programs and community support;
> 2. Providing these institutions with an opportunity for jointly reviewing their on-going programs, and for cooperatively supplementing and enhancing their individual programs and activities;
> 3. Creating and carrying on new cultural programs and activities which combine in experimental as well as existing ways the talents and resources made available for this purpose by these institutions."

Detroit Adventure is governed by a twenty-four member Board of Trustees, elected from the boards of our member institutions. These institutions are assessed annual fees ranging from $150 to $2500 per year. We also have individual members who support us financially.

Despite this wide membership and financial commitment, Wayne State University continues to be our major source of support. My salary, office space, secretarial help and the shared commitment of our Executive Director, Hamilton Stillwell, who is also Dean of the Division of Urban Extension at Wayne State, all come from the University. This kind of heavy university investment is essential: without Wayne State, Detroit Adventure probably could not exist. Yet it is unique: I know of no other community arts council in America that has had such strong and sustained support from a major university.

I want now to turn to some of the kinds of things we do and the ways we think they enhance the university, the community and the arts.

One of the more basic things Detroit Adventure does is to provide for communication between the university and our other member institutions and with the community. There is the scheduling of monthly meetings of representatives of our member institutions to discuss questions of mutual concern. These meetings, to our continuing wonder, represent virtually the only opportunity for these many institutions, some of whom are outstanding in their fields, to keep in contact with one another on a regular basis. The tendency for established institutions to go their own way, to operate apart—even from other agencies with similar interests—is very widespread in our contemporary world. Arts councils, then, can be one way at least from preventing this from happening.

A coordinated calendar for the arts is a function most arts councils have found useful. Ours is published monthly with a paid circulation of 6,000. We know, however, there is a potential audience of 50,000 persons for this kind of information in Detroit, for that is the number of calendars we once gave away regularly before we were forced to make the calendar self-supporting. More recently, our two daily newpapers have been using our calendar in their Sunday publications and one is featuring each of our member institutions in a monthly series. To avoid conflicts, our office also serves as a clearinghouse of dates and information where institutions can call to check schedules in advance of their planning.

Arts festivals, too, can be an important and exciting contribution to the cultural life of a community and over the years we have had several, most recently this past summer in August, a *Detroit Discovery* festival taking place in the Cultural Center. The purpose for the festival was to surface as much local talent as possible, particularly black talent, in Detroit. In the four block area of Detroit some 593 local performing artists, both amateur and professional, were involved in more than fifty performing programs of music, dance, theatre and poetry. Another 125 area artists and craftsmen put on exhibitions of painting, sculpture, films and fashions in the ten day period.

To finance the festival we went after municipal funds. The Mayor's Youth Opportunity Council, a public agency, underwrote the programming cost of *Detroit Discovery*. Wayne State University contributed to the festival a person to coordinate activities, a university speech professor very active in local experimental theatre. He estimated the attendance at the numerous plays, musicals, and concerts, which included folk and rock dancing in the streets, to be between 25,000 and 30,000 persons. The Detroit Symphony, for example, gave several outdoor concerts on the steps of the midtown Rackham Education Memorial Building, four of which included negro soloists.

Perhaps the most successful feature of the festival was the *Afro-American Artists Exhibit* which opened in the prestigious Detroit Institute of Arts. The coordinator of the festival also described it as the most difficult to put together. Many Negro artists, and the Institute too, were skeptical of the idea, but with the support and co-sponsorship of a local black arts group, nearly 150 pieces of art were submitted to a jury of three judges, two of whom were nationally prominent negro artists brought to Detroit for the *Exhibit*. Mr. John Wilson, jurist from Boston University, said that this kind of exhibition "might possibly awaken a black giant." Hale Woodruff, a jurist from New York University commented that "New York would not have found so many black artists of comparable talent."

Probably the most important effect of the festival has come in the seven months since it was held. A considerable amount of lingering good will continues to be evident as a result of this festival. Our arts council is no longer viewed by many Negro artists as a "white man's thing," and indeed we have been able to welcome a predominately black arts group to our institutional membership of Detroit Adventure. Real racial progress can be made in the area of the arts and we intend to strive for greater cooperation between black and white groups through the arts in Detroit. This coming summer, for instance, we will be bringing together as part of our annual Windsor (Ontario)-Detroit *International Freedom Festival* outstanding Canadian and American jazz orchestras to perform works by important jazz composers from our two countries.

Beyond working to expand arts appreciation and interest of the public generally, arts councils can bring the knowledge, skill and experience of its several arts organizations to the assistance of the woefully inadequate arts programs found in most of our elementary and secondary schools. On one level, specific arts projects aimed at students in the public and parochial schools can be coordinated through arts councils. In the past Detroit Adventure has organized arts workshops for selected Detroit high schools where artists from several member institutions including museums, art schools, colleges and universities went into the schools to run intensive six-week workshops in such areas as sculpture, painting, dance, and poetry. One example of the kind of impact these projects can have was where one of the schools, so moved by the students' interest in the work of a visiting artist, added wood sculpture, his specialty, to the school art curriculum.

Excursions in Music, one of the most successful programs organized by Detroit Adventure sends instrumental ensembles composed of members of the Detroit Symphony Orchestra into the elementary schools of metropolitan Detroit to discuss music, explain and demonstrate their instruments and to perform for the children. In its tenth year, these string, brass, woodwind, harp and percussion ensembles of *Excursions in Music* are now giving performances in nearly 200 schools annually. These performances are supported financially by grants from leading Detroit business and industrial firms, PTA's and parents' organizations and the Music Performance Trust Fund of the Recording Industries, in cooperation with the local Federation of Musicians.

On another level, however, an arts council can bring the coordinated professional arts talent of a community or university to bear upon the quality of planning in the arts for the schools. Last year, for example, Detroit Adventure was asked by the Detroit Public Schools to examine and plan for a comprehensive program of cultural enrichment experiences for the 300,000 school children of Detroit. A planning grant under Title III of the Elementary and secondary Education Act of 1965 was awarded to Detroit Adventure, the program was organized and took six months to complete.

Nearly fifty of our city's best artists, arts administrators and educators comprised some seven discipline committees for this work. The forty-two projects they developed will require over three million dollars to carry out and funds are being sought this year to implement them. In the thinking of the seven discipline committees that operated, three common features emerged to bear on their planning efforts: There was a focusing on the planning of programs for disadvantaged youngsters, particularly in the inner-city (nearly two-thirds of Detroit's city public schools are now designated as within disadvantaged neighborhoods); there was a common decision to plan programs of in-depth experience rather than programs of simple exposure experiences; and there came an acute awareness of the need to increase the professional competence of teachers as they relate to cultural areas.

What also emerged from this project was the fact that this was the first time that artists, university professors and educators were brought together for joint planning in a comprehensive program in Detroit. It was no surprise, but nevertheless shocking that, in many cases, the artists and the educators working in the same field had never met one another, let alone planned ideas together. The proposals we developed should influence schools enrichment programs for years to come. But equally important in our eyes is the belief that those six months of sharing skills, attitudes and experience will benefit the school children of Detroit.

A specific attempt to provide an in-depth cultural experience for public school students and at the same time improve the competence of teacher education in a cultural area was a program coordinated by Detroit Adventure and directly involved the staff, students and facilities of Wayne State University. ***Dialogues on the Art of Poetry*** was a series designed for secondary school teachers of English and aimed at encouraging a wider acceptance of contemporary American poetry in the classrooms of our city's secondary schools. The program was co-sponsored by Detroit Adventure, the Academy of American Poets and the Detroit Public Schools.

Ten outstanding American poets were brought to Wayne's campus for the series of Tuesday afternoon sessions which included a reading, a moderated discussion on the teaching of contemporary poetry and the sharing of questions between teachers and poets. Offered as a special university course in English Education, the series enrolled nearly seventy teachers taking the course for credit and more than three hundred others not seeking credit. The moderate sized auditorium used for the series saw capacity or near-capacity audiences for each of the ten sessions.

A concomitant program, ***Poetry Readings in the Classroom***, sent nearly three dozen poets, most of whom were from the Detroit area, into the classrooms of nearly sixty inner-city Detroit high schools and junior high schools over a two-year period. The poets went into the schools to read their work, discussed poetry with small groups of students, sometimes compared notes with student poets themselves and in meetings with English faculties encouraged a greater involvement with contemporary poetry in their classes.

When we first began the program, we thought one of our purposes would be to overcome the stereotypes that students might have about poetry and about poets as people. Indeed, we went out of our way to choose the most vigorous men and women poets we could find for the program. We discovered in the program, however, that we were not overcoming any stereotypes—principally because none existed in the minds of many of the students. These students—many of whom were black—had few notions at all about writing and writers. Most, it turned out, had never come in contact with anyone who wrote anything, except possibly for the imitation television journalist. For these youngsters the printed word was something that existed on a page in a book, separate entirely from any truly human impulses that might have created them. Printed words were for these students dead things, passive, unrelated to life. And no one in the schools, evidently, had succeeded in proving differently.

What we didn't know and continue even now to be amazed by is the depth of the response that poetry could touch in these slum youngsters, many of whom were not being reached by the very schools they were in. Donald Hall, the distinguished poet and writer at the University of Michigan, writing in the September 6, 1968 issue of ***Life*** magazine, relates his experience at one of these Detroit schools:

> "Last year I read at Detroit's Hutchin's Junior High, a block from 12th Street where the riots started a month later. I did two classes and talked to the Library Club. The students were friendly, and lively and, by white middle-class standards, crazy. So is poetry, or a lot of it, and poetry reached these students as most literature does not. If I read a conventionally witty poem—a New Yorker poem which suburban students in Dearborn would applaud —the Hutchins students were bored. But if I read a poem with wild images, a surrealistic poem; they paid sharp attention. My images reflected their loose world. My poetry of dream was their poetry of waking. One poem had the refrain, 'Able Baker/Charlie Dog/Easy Fox.' When I hit the line the second time, the kids were chanting it with me."

The men and women, negro and white poets who took part in the school readings, invariably were themselves teachers. Most were from local or outstate colleges and universities; several were English faculty members from Wayne State, a few were graduate and undergraduate students as well. They all seemed to enjoy their visits to the schools and many reported that the contact with the students had made as much an impact on themselves as persons and poets as they might have made on the students. Several indicated that, while they were apprehensive at first, the pleasure and strength they got from the students was deeply significant. In many cases they returned to these schools for more talks on their own initiative.

Many of the things that we do as an arts council, then, could probably not be achieved by institutions singly. Poets may be willing to read and visit with youngsters in inner-city schools in our community, but it is unusual for a college English chairman to want to or be able to organize such visits. Symphony musicians want to perform to more people, but new audiences have to be sought outside of existing concert halls. Teachers and schools want to do a better job of teaching the arts but often the assistance and advice they need is from people busy doing other things. Black and white artists want to cooperate but often the setting of a "white establishment" institution is not the best place for them to come together when the one has so much and the other has so little, except talent. Fortunately, new efforts channeled through coordinating arts councils can be a way to make all of these diverse things happen.

I have been asked: Is this concept just for big-city schools where large and well-staffed arts agencies exist to organize joint programs to reach into the community, or can the university-centered city or town present similar alternatives? My answer is definite: All schools of whatever size or location must become involved in their communities as a matter of absolute necessity, and I should like to elaborate on this point for the remainder of this paper.

Tremendous changes are affecting both the university and the arts, changes which will demand greater community involvement in the arts by all of our colleges and universities. For one, colleges and universities have become the greatest patrons of the arts in our society today. The Association of College and University Concert Managers reports that colleges and universities are responsible for an astonishing 70-80% of all concert business in America today. And this figure is increasing. Not only in the classical music field is this phenomenon occurring either. As we are well aware, popular music concerts are increasing fantastically on campuses. Newspaper wire service releases (this one in the *Detroit Free Press*, February 3, 1969) indicate that college campuses are successfully competing with nightclubs for the very biggest names today in entertainment.

Traditionally the artist could find in the university a haven of support for his teaching and study. But increasingly new relationships between the artist and the university are emerging: the permanent non-teaching artist-in-residence, the establishment of university repertory theatres and resident dance companies, and the building of university arts centers are examples. To me, the reasons behind this growing participation in the arts in the university are fairly clear and rather simple. By tradition, by inclination and by public acceptability, the university, particularly the state-supported institution, is the one agency in our society through which public funds, tax revenues, can most easily and justifiably be channeled to support of the arts. By contrast, with continuing changes in our tax structures and in social values and tastes, the great individual patrons of the arts are rapidly disappearing. Corporation support for the arts, while growing, continues to be comparatively small. The Rockefeller Report on *The Performing Arts, Problems and Prospects* (New York, McGraw-Hill, 1965), shows that in recent years corporations have used only one-fifth of their allowable tax exemptions for contributions to charitable and educational organizations. Our colleges and universities, in effect, are simply filling a growing vacuum in our society.

One small example can be given to illustrate. The Michigan State Council for the Arts is the only agency set up by the legislature of my state to stimulate and to serve a wide spectrum of arts needs of communities spread throughout the State of Michigan. Its annual state appropriation has been approximately $109,000 and this figure has not changed for the past two years. To compare, at one of our larger state-supported universities, the performing arts programming budget of its lecture and concert bureau is over $200,000, nearly twice the council's figure, and representing only one Michigan school. Moreover, such a figure does not include arts areas outside the performing arts, does not include university supported artists-teachers, does not include invesments in arts facilities, nor rentals nor salaries nor maintenance.

As another point to my thesis that colleges and universities are becoming the great patrons of the arts, we have the growing phenomenon that higher education is fast becoming a near-compulsory feature of our national life. As more and more young people go into college, the people with the arts talent and arts administrative ability will follow them. From this young group there has always been a major source of interest, of aspiration and audience for the arts. As the young become concentrated in the colleges and universities so, too, may become the arts.

What all this means is that our American campuses are rapidly becoming the depositories of the living arts resources of our society. As such our colleges and universities are going to have to find ways to extend these resources into the communities that surround them. To my mind, this is precisely what our society is asking our schools to do by the very fact of its support to the arts in the university and despite the apparent unconsciousness of the process. Society is feeding our poets and painters on our campuses not because we want them to stay out of our way but because we need them among us. Artists give us perspective, fresh insight, an awareness of possibility of change. Our society needs our artists in point of fact to enable us to survive as a nation. What seems then to be a fortuitous or unconscious set of developments in support of the arts in America is really a determined effort by an organism, society, aimed toward the survival of an essential part of its structure.

Colleges and universities can and must, therefore, extend into the community those cultural resources they hold in trust. University repertory theatres and dance companies can be sent into area or regional communities to serve adult and juvenile audiences alike. University art personnel can join with public educators to develop better arts enrichment programs for our culturally-starved school systems. College groups can join with community groups to mount good and exciting arts festivals in towns of any size. Campus poets can and should go into public schools to stimulate and share with students a mutual delight in language. University extension services can set up credit or non-credit programs to help explore arts experiences in a community. Campuses can organize or encourage programs similar to *Excursions in Music* or *Young Friends of the Arts* to develop a wider interest or participation in the arts.

Finally, schools can give leadership to community arts councils which might not otherwise exist without the special talents and support available increasingly only on campuses. As our colleges and universities gather unto themselves more and more of our national arts talent, they must be prepared to share that talent with their communities of whatever size, for they will be expected to do so. Without the sustained support of the university for his livelihood, for example, how would the poet, Donald Hall, go to minister to the spirits of those black children on 12th Street in Detroit?

DETROIT ADVENTURE MEMBER INSTITUTIONS

Archives of American Art
Bloomfield Art Association
The Children's Museum
Cranbrook Academy of Art
Cranbrook Institute of Science
Detroit Artists Market
Detroit Grand Opera Association, Inc.
Detroit Historical Museum
The Detroit Institute of Arts
Detroit Institute of Musical Art
The Detroit Public Library
Detroit Society for the Advancement
of Culture and Education
Detroit Symphony Orchestra
Friends of the Detroit Public Library
Henry Ford Museum and Greenfield Villages
International Institute
Marygrove College
Mercy College of Detroit
The Merrill-Palmer Institute
Oakland University
The Scarab Club of Detroit
The Severo Ballet School
Society of Arts and Crafts
University Center for Adult Education
University of Detroit
University of Windsor
Wayne State University
Willistead Art Gallery of Windsor

THE CULTURAL COMMUNIVERSITY - STUDENT INVOLVEMENT AND GROWTH

Lawrence H. Horwitz, Executive Director
Young Friends of the Arts

That institutions of higher learning are major customers in the arts market has been reported by a popular national magazine in a recent issue entitled *Show Biz On Campus*. One is not surprised to learn from this report that college students prefer *Simon and Garfunkel* to *Gold and Fizdale*, and the *Supremes* to the *Julliard String Quartet*.

Student interest in the classical arts (opera, ballet, symphony, drama) cannot be described as overwhelming. Accordingly, it is easy to sympathize with the conscientious program adviser and others who would like to see students develop interest in the arts in addition to the Top Forty. One approach that has been used successfully to stimulate student interest in the traditional arts is a rapidly expanding student organization in Cincinnati, Ohio called Young Friends of the Arts.

In order to understand YFA, it will be helpful to outline the initial observations of its founders and their subsequent reactions. Then, after briefly reviewing the structure and methods of the new organization, we shall evaluate the advantages enjoyed by each participating group.

From the outset it was clear that a novel approach would be needed to foster effectively interest in the classical arts among students. Initial observations identified three distinct student types: first, the students who by prior commitment or vocational interests were already arts attenders. This group needed no encouragement or incentive to attend the community arts; unfortunately, it was the smallest of the three groups. Secondly, there was a sizable number of what might be called avant-gardists. This group confined its arts interests to the new, the hip, experimental, and the vogue. Although also small, this group was judged the most difficult to work with since it regarded the traditional arts as Establishment Arts. The third group was unquestionably the largest. This group included the apathetic, disinterested, and non-involved students. In order to appeal to this group it was decided to stress the social aspect of the arts—the entertainment value of the arts.

Rather than create new programs and supplemental arts events as others have done, the founders decided to work with and for existing arts institutions by promoting student attendance of their presentations. We were convinced that to develop a lasting interest in the arts, students should experience the arts in their "natural habitats." We felt that the impact of a symphony concert would be far greater when experienced in a concert hall than when it was introduced to students in a converted gymnasium or lecture-hall. Another concern was to get the student into the habit of attending the arts presentations of the community. We were determined to make this easy and desirable.

To facilitate student attendance of the arts, we knew that the high cost had to be eliminated. Although students are not poor, we were convinced that the cost of the arts would have to be lowered to the level of the collegiate value system. In other words, why could not the admission to the arts be equalized with the cost of a first-run movie, or a six-pack of beer?

Even with a reduced admission price, we feared that the arts would be no bargain for the large segment of disinterested students whose attention we wished to capture. We would have to make the arts attractive to these students. We felt that by sponsoring "peripheral" activities and programs in conjunction with community arts events, attending the arts could become more of a social event for students, and thus more desirable. To further enhance this desirability, we wanted to obtain the better seat locations associated with attending the arts as a social event.

Finally, we were convinced that the establishment of a community-wide student organization was vital to stimulating the student interest we desired. Such an organization could build up the continual peer group pressure which we felt necessary to change student tastes and actions. The organization could function as a Junior Arts Council by publicizing the arts, planning programs, and otherwise drumming up interest in arts attendance by students.

The next obvious step was to tell our story to the appropriate people.

With the aid of several civic-minded members of the community and a sizable group of concerned students, we assembled university administrative personnel, arts managers and producers, and people from business and industry to hear the case for YFA. We told of the need to interest more students in the community's arts, and suggested our way to do it. We complained of the high costs and requested a rate reduction. We presented the case for establishing a student organization and prescribed how it could be done. The proposals found immediate and enthusiastic acceptance. The Young Friends of the Arts would become the product of community-wide co-operative efforts.

When originally conceived, YFA was certain of only one thing—community-wide support. The real challenge was winning student acceptance. After three years of operating in its present form, YFA boasts over 3,500 dues-paying student members, financial independence, and a noteworthy 18,000 ticket sales to student members for community arts presentations. In view of this success with students, it may prove meaningful to explain YFA's organization, and evaluate the methods it has employed to motivate students.

YFA is organized on three levels: Campus Chapters, community-wide student Steering Council, and an Advisory Board consisting of community, college, and arts personnel.

To assure community support, YFA maintains an advisory board. This board is composed of YFA student officers, representatives from each college and university administration, and delegates from each participating arts institution on the board and managerial levels. The board advises and assists in the planning and programming of YFA activities. In addition, it reviews and evaluates short-term YFA activity and investigates long-term projects and development.

The basic and perhaps most important student unit is the Campus Chapter. The Chapter is a formal organization composed of all YFA members on campus. The Chapter plans and coordinates all YFA activities on the campus. In addition to sponsoring separate student activities, it works with existing campus committees and groups to promote the arts on campus. From this unit students are elected to serve as representatives to the Student Steering Council.

The Student Steering Council is the primary programming body in the YFA organization. In addition to student representatives from each campus chapter, it is composed of advisory board delegates and administrative staff. It is this unit that administers area-wide programs and promotional activities. Part of its function includes coordination of campus chapter activities. In addition, the Steering Council directs the staff in performance of administrative duties. From this body originates newsletters and other devices of promotion and communication.

Communication has today become a vital issue on American college campuses. In tune with this, YFA has attempted to develop a scheme for year-round communication with students on the topic of the arts.

This scheme begins with the mailing of an attractive brochure to the homes of all students prior to the commencement of each school year. Public media (T.V., radio, and press) and campus newspapers are used thoughout the year to bring YFA's activities to the attention of students. Bi-monthly newsletters and arts calendars also facilitate communication with YFA members. Examples of other techniques include campus and community displays on the arts, as well as slide and other visual presentations to student groups. Bumper sticker campaigns have been found by YFA to appeal to students. Another interesting innovation is a telephone recording about arts events which students may call for daily information on the arts. YFA has found, however, that the dissemination of information is only as effective as the nature of that information.

The addition of special social activities to the arts of the community make the arts more attractive to students. These programs can be classified in four categories.

1. *Evening of the Arts - annual presentation designed to introduce area arts institutions to students.* The community arts institutions have been persuaded by YFA to donate their services in the fall of each year to present for students a free presentation that offers a sampling of each classical art form (ballet, opera, symphony, drama, musical theatre). YFA has enjoyed great success in attracting students to this program. Surveys have indicated that over 80% of nearly 6,500 students who have seen the presentation in the last three years have experienced one or more arts forms for the first time, because of the presentation.

2. *Campus activities.* Programs and activities sponsored by Campus Chapters have taken many forms. For example, formal receptions on campus for artists and performers appearing in the community have been well received by students. Campus Chapters have also conducted arts discussions, and group attendance parties to community arts presentations. Provided these activities occur regularly, a constant momentum can be achieved.

3. *Area-wide events and programs.* YFA has found that a very important factor in stimulating attendance of the arts by students is the addition of certain peripheral events to regular performances of community arts institutions. One popular type of event mixes art forms; for example, YFA will attract many unlikely students to a ballet or opera if a light show is held in connection with the arts event. Another approach combines collegiate social functions with community arts events. Thus, a rock-beer party after a symphony will attract many unlikely students to the concert hall. Dinner-theatre parties and museum tours with cocktail receptions are also successful in attracting student interest to the arts. Variations are limitless.

4. *Service projects.* Through experimentation in this area YFA has found that students become interested in attending the arts when they have the opportunity to work closely with the arts institutions. For this reason, volunteer student ushering programs have proved highly successful. Other well-received service projects have ranged from distribution of publicity to walk-on parts in community dramatic and operatic productions.

Having discussed the YFA approach, however briefly, we may now assess the advantages offered by the organization to participating groups.

To the community arts institutions an organization like YFA is invaluable. Promotional and service assistance are two obvious advantages enjoyed by the institutions. YFA's efforts facilitate immediate use of usually unsold seats and in the long run have the potential of building larger audiences for the institutions. Through participation in YFA, arts institutions enjoy increased influence on college campuses and engender community good-will.

Perhaps the group receiving the most advantages in YFA is the students. Among the benefits enjoyed by students are reduced-price admissions to the arts, special events, social activities and just plain entertainment. Although it would be difficult to calculate, we may assert that students also benefit through broadened education by participating in YFA. Valuable business and administrative experience is available to those students who participate in organizational matters.

The work of YFA in Cincinnati is not yet complete. Currently under consideration is the establishment of campus ticket centers to assist the student in obtaining tickets to community arts presentations. Other projects are being reviewed to improve YFA's effectiveness. Expansion to other cities is in the planning stage. A branch of YFA is scheduled to begin operating next fall in the nearby city of Louisville, Kentucky. And pending the success of this effort, expansion may take place at a greater pace throughout the country.

As the work of YFA in Cincinnati continues, it is hoped this presentation offers insights and suggestions of ways to stimulate student interest in the traditional arts on your campus.

For further information about starting a chapter, or for details on specific programs mentioned, direct correspondence to:

Young Friends of the Arts
2430 Central Parkway
Cincinnati, Ohio 45214

UNIONS AND COMMUNITY COLLEGES

Jane Gentry Smith, Director
Student Center
El Centro College

It has been the custom for those of us in the junior college and community college field to complain that we have unique problems and concerns which justify special attention. Yet when called upon to identify these problems we are hard-pressed to justify our anxiety in the face of similar problems encountered by small colleges or inner city colleges; consequently we frequently flounder around sounding vague and disgruntled, rather like a small child who feels the need for special attention because his older brother has just had a birthday.

It seems to me, however, that we have failed to tie down one rather distinguishing characteristic of the community college which may be responsible for certain aspects of our malaise. If we look closely at it, it may offer a key to dealing with our discomfort in a positive way.

There is a strong trend toward integration with the overall institution which pervades the atmosphere of the community college. This is one of the essential characteristics of its being, its organization, its purpose, and its philosophy. In our enthusiasm for the desirable aspects of this integration, it is easy to overlook the fact that the trend might contain some serious drawbacks. These drawbacks need to be dealt with analytically and realistically to realize the positive benefits offered by the plan.

As a result of practical observation, I am also aware, although I would have difficulty in substantiating my intuitive knowledge, that the individual unit, whatever it may be, sometimes suffers a loss of identity and effectiveness when integrated with a larger or less clearly defined unit.

An illustration of this tendency is the classic case of the College Union Program Board, which may operate with extreme effectiveness as an entity, demonstrate considerable esprit de corps, pursue both long and short range program goals with dedication and purpose, and demonstrate loyalty and responsibility for the school. When relegated to a position in a larger unit integrated for the purpose of contributing more effectively to student government, the unit seems to lose its drive and motivation, descends to petty bickering and protests against authority, spends a great deal of time spouting vague altruistic philosophies, and is capable of accomplishing very little. Just as an individual reacts negatively to the loss of self-esteem when no longer identified with a small, cohesive unit where he can experience a sense of wholeness, so does the organization.

The same principle can be observed at work in the relationship of the community college union and the community. In cases where the union can be observed by the community as a separate, effective entity, as it is in many larger colleges and universities which follow the classic pattern of an imposing union building with a program which bears its name, planned and executed by a professional staff and a student group which sees itself as the bearer of a proud tradition, the union operates as an effective agency in the mind of the community. This is particularly true when the facilities and programs of the union are made available to the community for its benefit and enjoyment. In this case, the union is seen by the community as a contributing factor in the life of the community and, as a result, it serves, in addition to its other functions, as an extremely useful public relations vehicle for the college or university.

In cases where the union is closely integrated with the entire operation of the college, its facilities may tend to be seen as simply a play room for the kids, and the positive values of the program may blend with the overall picture presented by the college to the community. In such a case, there are dangers for all concerned in the loss of identity and responsibility. We must be concerned lest the union become an instrument which does not live up to its potential as a responsive, innovative force in the community.

It is imperative to search out approaches to programs which can avoid some of the problems I have noted while still incorporating the benefits of the integrated approach. I have been tremendously excited this year by the potential shown by a few of our programs which give some indication that they may fill the need for identity with the program and the institution while pursuing a forceful and dynamic interaction with the community. They were initiated without this purpose in mind, but their success has brought into focus some of the factors I have been discussing.

We began at El Centro College, quite innocently enough, by introducing a student leadership program. As a total program, it was not unusual. It provided for various kinds of exposures to knowledge about group dynamics and interaction for students who, it was hoped, would be able to utilize their knowledge in contributing, through greater effectiveness in groups and organizations, to the overall excellence of the college atmosphere. The program was administered by the student activities staff. We have never been quite sure where it took off into orbit.

The first real indication we had that something was going on occurred on the day we returned to campus after our first faculty-student communication lab. That day my telephone rang incessantly with congratulations and questions about the program. No other thing we had done during the brief history of our center program had elicited such interest. Of course, we felt that the process must have begun before this program, with the first involvement of students in similar sensitivity programs, but suddenly we were made aware that there was intense interest in what was being done.

I think I can say sincerely that rarely would such a group of faculty and administrators have subjected themselves so openly to such an experiment, and in few cases would they have responded with such enthusiasm. This is a tribute, I think, to the success of the junior college movement, that it draws to it such open and questing individuals. At any rate, our pilot program in student-faculty communications was followed several months later by a program for a group of forty-eight faculty and administrative members. Plans are now being made for the involvement of the entire faculty in laboratory programs which, it is hoped, will be effective in moving the organization toward a dynamic, open atmosphere where change and innovation can take place, and where all members of the organization feel identified with it and with its educational purpose in the community.

Our student leadership program has developed in direct relationship with the support and recognition it has received, of course, and we have felt many administrative benefits as a result of this support. The results in staff optimism and goodwill are noticeable in themselves, and the budget has reflected a decidedly healthier look. Most important, we feel that we are reaping some positive benefits in terms of greater involvement from students who suffer from the alienation of the inner-city environment.

Another interesting and rewarding aspect of our experiment, however, has been our own staff involvement in the development of programs which touch the lives and aspirations of many other segments of the community existence. Emotionally, and occasionally as resource persons, we have been caught up in planning for the acquisition of a large grant from a foundation of our city which is supporting the creation of a model program using sensitivity training to initiate skills programs for the failure-oriented individuals of the ghetto culture. The attempt to build a realistic, but positive, self-image, thus changing attitudes of failure, has become a hopeful prerequisite for educational endeavor along these lines in our thinking.

Recognizing that many different segments of our educational effort have been directed toward the same objectives and have used many of the same methods, with slightly differing techniques and instrumentation, members of the staff and faculty have met together in an attempt to discern what aspects of our training in different fields are related. We have tried to come up with some kind of basic objectives for such training, whether it be "leadership" training for members of student organizations, basic-skills training for unemployed, or group counseling classes for ineffective students.

At this time, our positive, demonstrable accomplishments have been few and hard-won. More important, however, is our feeling that we, as college union staff members, are doing things that we want to have an affective relationship with the outside community. In a vague and theoretical sense, we see our efforts as a model. To our continuing surprise, our dean of students does not agree that the model is vague and encourages us in our belief. If the programs which we have developed can be moved into the outside community and serve experimentally to improve techniques in achieving the educational goals of the community, then our program has served as an effective model for the community.

The implications for the community college union in seeking community outlets for its programs have yet to be fully explored, as do the implications of the effect of relationships of the union program and the community on the curriculum of the college. The motivation for further pursuit lies in our conviction of the positive relationship between the program of the union and the educational goals of the community. It is our conviction that the integration of the union program with the goals of the college can be a positive factor in the development of this relationship.

Dennis Eckard, Director of Student Activities
Essex Community College

The changing character of the publicly supported two-year community and junior colleges has made obsolete the old Student Union. More typically, the College Community Center, Center, or the Union are the new bag.

These new building designations reflect the institution's enlarged definition of its community. As the community college reaches out . . . seeking to serve its newly identified surrounding community . . . its range of involvement increases. So, too, does the nature of the college community center. With the added programs on how to organize community action agencies, techniques of pressuring local and state government, seminars for civic and industrial leaders, and additional offerings, both the institution's academic and cultural programs and its facilities are responding to community needs. This new community, increasingly, extends beyond the student body . . . even as the nature of the student body expands.

This wider realm of concern creates potential difficulties. Special care is required in coordinating the activities of the center and in establishing a clear role for the utilization of its facilities. In its enthusiasm to serve the larger community, the college needs to be aware of the possible conflict of interest between the college and the local business establishments who currently serve the various civic organizations. The center and the college may very likely receive, and justly so, criticism and possible legal action from the local businesses for unfair competition.

Similarly, there is an increasing need for well-trained and thoughtful counselors, advisors and staff members to assist in the operation of the center. The utilization of the center by town and gown must be carefully balanced to avoid the potential competition.

Of utmost importance, however, must be the concern for the changing role of the students in the center's activities. Students are demanding to participate in more than the trivial tasks of preparing for the big dance and cleaning up afterwards or in being responsible for keeping the fireplace burning brightly. Surprisingly, they are still willing to do these things, but they also want further and deeper involvement.

The peculiar nature of the student in the community college creates additional concerns for the effective utilization of the center. Typically, the students who are involved in governance and center activities are usually not those students involved in their high school activities programs. Similarly, they usually don't emerge until their second, and alas, last year.

These characteristics, coupled with the commuting status of most students, makes it very difficult, and frequently unrealistic, for the student to see objectively the scene as it relates to college and community relationships. Although many students may perceive a particular need, they may be stymied in their actions or reactions by their parents or neighbors to whom they return each night.

All of the potential difficulties associated with the changing role of the college community center merely serve to underline the necessity for an adequate, well-qualified staff for the center if the college truly feels that student and community involvement are important. It takes rather unique individuals who can annually take a new, most likely unknown, group of students and quickly establish rapport and provide the training that is required to be truly functional within a short period of time.

Thus, the role of the community college center is emerging along with the community college movement. Bold imaginative programs seem to be developing on the horizon. Without the choking customs and traditions of many older institutions, the new community college centers can and should experiment and innovate in seeking to serve most effectively its clients, namely: students, faculty and community.

Brian M. Rice, Assistant Director of Student Activities
Flint Community Junior College

It must be clearly understood that at Flint Community Junior College, the college union and its program and student activities are one in the same. The present campus does not include a union building; thus the typical union program is shared by various student organizations found throughout the campus.

The pivotal point of the activity program is found in a facility called the College Union. It is located in a small wing of an administration and classroom building. This facility contains some of the typical union services: snack bar and eating area, T.V. lounge, game area, formal lounge, reading and art lounge. But it is more than this. It is the "home away from home" for many, if not all, of the typical commuter students found at Flint. It is here, over a cup of coffee, that the commuter student forms his special interest clubs, his student government, his fraternity or sorority, and his college union board of directors. It is these groups that carry the program out into the college community and the larger community from which they come.

It is these programs, having been launched in the union, that are the object of this study.

The college union facility is programmed by a board of directors. The majority of programming and use of this facility is geared to the students, faculty, and staff of Flint Community Junior College. The facilities, in addition, are made available to the Community Services Division of the college as well as organizations of the Flint community. For example, the union has hosted community high school debate clinics and athletic clinics.

The Board of Directors has programmed many times with the community in mind. For example, a local pipe and tobacco establishment has promoted a pipe-smoking contest in the union, and many local musical groups have used the union for exposure. Local photographers and artists have used the facility for displaying their talent.

Returning to the basic premise that all of the campus organizations program with the community in mind, the Student Government has also contributed to this premise in the following manner:

I. It sponsors and promotes a European trip which is available to students, faculty, staff, alumni of the institution, and to high school seniors planning to attend Flint Community Junior College.

II. One-day trips have been planned to other state educational institutions. These trips are open to students and other interested people in the community.

III. A speaker's program, which has featured, among others, John Scali and Julian Bond, is aimed at the campus community but is also open to the public.

The Greeks at Flint Community Junior College, in the absence of houses, use the college union as their home on campus. We find them carrying on pledging activities, holding meetings, and publicizing their organizations in the union. The Greeks, along with many of their campus activities, have served the greater community in the following ways:

I. BETA SIGMA CHI

cooperated with the Pierce School P.T.A. in their annual P.T.A. Carnival.

donated scholarship funds to Flint Community Junior College

contributed to Flint's *Toys for Tots* program during the Christmas season

II. CHI ALPHA EPSILON

contributed baskets to needy families during the holiday season.

cooperated with the Junior Chamber of Commerce in the production of their *Sound of Youth* program.

assisted the Flint Institute of Arts in promoting art shows.

III. KAPPA THETA PSI

contributed baskets to needy families during the holiday season.

provided entertainment for the children of McLaren Hospital

assisted in raising funds for VFW Poppy Drive

IV. MU DELTA

scholarship fund

participated in the usher corp for Whiting Auditorium
active in the Flint Big Brother Program

contributed baskets to needy families during the holiday season

assisted in raising funds for *Brain Patterning* program

V. OMEGA PHI KAPPA

assisted in raising funds for the March of Dimes

VI. PHI DELTA TAU

participated in the usher corp for Whiting Auditorium

active in the Flint Big Brother Program

assisted in raising funds for the March of Dimes

cooperated with the Pierce School P.T.A. in their annual P.T.A. Carnival

worked with AC in transporting Senior Citizens to the annual AC Concert

established scholarship fund for worthy members

VII. PHI ETA PSI

active in the Flint Big Brother Program

supported the programs of the Flint Urban League and NAACP

active in the Civil Rights movement

provided financial support for needy Flint Community Junior College students

VIII. SIGMA LAMBDA CHI

repainted the interior of the building used by the Genesee Federation of the Blind

IX. SIGMA PI DELTA

assisted in raising funds for the March of Dimes

assisted in raising funds for Muscular Dystrophy

Contributed baskets to needy families during the holiday season

organized a Christmas party for orphan children in conjunction with the Genesee County Agencies

Many of the clubs at Flint Community Junior College make use of community resources in programming for their club members. For example:

I. A new AVIATION CLUB plans to make use of the local airport facilities.

II. The members of the CREATIVE WRITERS CLUB have given public readings at a local high school.

III. ENGINEERS and A.S.T.M.E. use the community as a resource in planning field trips, speakers, and special programs of a technical nature.

IV. The HUMAN RELATIONS COUNCIL programmed a Martin Luther King Memorial Service. The Rev. A. D. King was the featured speaker.

V. The INTERNATIONAL CLUB promoted a social evening where the members displayed articles from their native lands—an international buffet was also served.

VI. The MUSIC CLUB attends and promotes community sponsored functions.

VII. The POLITIC and ISSUES CLUB holds many "meet the candidates" sessions.

VIII. The RED CROSS CLUB holds an annual blood drive.

IX. The SEE SAWS, a square dance club, use well-known callers from the community and co-sponsor dances with local community organizations.

X. WOMEN'S LEAGUE is primarily a service organization. It has adopted needy families, planned shopping trips, and promoted service projects in the community.

The commuter student at Flint has found a method to combine the best of two worlds. Newly discovered interests and skills are being used in a real-life laboratory. The result, we hope, is a better equipped citizen.

These types of community action programs, with positive direction and proper motivation, can be of great value to the students, faculty, staff, and the community as a whole. In an urban, commuter college, the community oriented program is not new or difficult to sell to the student, for he is an integral part of the community and has really never left it.

The programs outlined here are not unique or even new. The major point, I believe, is that in Flint, they work.

Cliff Holt, Director, Student Union
Cochise College

In considering the topic, *The Union and the Surrounding Community,* one could pursue a variety of related discussions. The union within a community college is concerned with its public and its relationships to the college. However, rather than pursue the aspects of community relations that lie within the realm of a college union director, the author would prefer to analyze avenues of developing effective and productive relations with a small segment of the total public, the restaurant owners of the community.

Poor relations between the community college and local entrepreneurs cause problems unique to the development of the community college. An example illustrates such problems. A four-year college within a community has gradually developed for 50 to 75 years; local restaurants, such as The Arctic Circle, Dairy Queen, taco stands and pizza parlors have developed their businesses around the institution. All of them, if successful, originally analyzed the market and included the union with its dining program as a factor in competition.

However, in the cases of new community colleges, no such possibilities for business analysis of competition can exist; restaurant owners may suddenly find themselves in direct competition with the union on the newly constructed campus. The union with its dining program (i.e., cafeteria, snack bar, vending, etc.) invades the local market. With such a development, strained relationships are certain to develop.

Although the local restaurant owner represents a small segment of the public, he comes into contact with a large number of the total public. The owner's attitude may produce a negative attitude toward the college in the community, hampering the institution from fulfilling its mission, especially for a community college which is partially supported by local tax monies. Therefore, it is the purpose of this paper to discuss possible avenues which one might use to develop effective relations for the union, and thus for the entire college with the surrounding community.

Invite the restaurant owner to your union. Having visited with each owner, you will find that in your discussions the topics of conversation are new equipment on the market, convenience foods, methods of reducing labor costs, etc. As a new facility, you may have some of the latest techniques and equipment which could be made adaptable for the restaurant owner. He might be thinking about purchasing a certain piece of equipment but would like to see it in operation, and, certainly, if you have this piece of equipment or a similar unit it would be beneficial to have the restaurant owner view it in operation, analyze its efficiency, and discuss ways in which the machine might be utilized. It is important to remember, when analyzing the operational methods, whether in a local restaurant or in the union dining program, that both are faced with similar problems (i.e., providing the best possible service and food in the most economical manner); therefore they might well work together to achieve common goals.

Effective utilization of time to meet informally with each restaurant owner. The best intentions are sometimes unfulfilled because of other duties. Therefore, it would be a good practice to budget a specific amount of time in each day or week to spend visiting local restaurant owners at their establishments. Ideally, each director should have an expense account to spend with each entrepreneur. However, when dealing with public funds, this becomes a sensitive area. One may have to simply dig into his own pocket to satisfy this necessary function. It is important that you visit his establishment, for most owners are as proud of their facilities as you are of yours, and your visits clearly illustrate that you are willing to communicate and cooperate.

Analyze food and labor costs with the local restaurant owner. It is important to analyze your food and labor costs constructively with the entrepreneur. By so doing, each may discover helpful ideas. This topic is a highly guarded secret in the industry. It is possible that innovations might be implemented if costs were discussed. Certainly, discussions relating to the use and quality of convenience food products would be timely and worthwhile. Another discussion might focus on volume buying. Let us say that your union was constructed with the realization that you would have a far larger volume to serve in the future; with this intention, adequate freezer and refrigerator space was built into your unit to handle the larger volume expected. Thus, you may have freezer and refrigerator space more than adequate for your present needs. Many restaurant owners wish they had far more storage area in order to enjoy the benefits of volume buying. If you, as well as the restaurant owners, were utilizing the same purveyor, as is many times the case, then it would be possible that they as well as you could enjoy the benefits of volume buying, all utilizing your extra storage space. Needless to say, mechanical details would have to be arranged, but this proposal would certainly illustrate your desire to cooperate and possibly improve their operating cost factors.

Keep local entrepreneurs informed of your school calendar. Referring to above-mentioned production costs, the local restaurant owner would certainly appreciate knowing where he could reduce labor costs. Your vacation dates are just as important to your operation as to the local restaurant owner. The Arctic Circle, the Dairy Queen, the A & W root beer stand, the pizza parlor, the donut shop, and business in general will all be affected during college vacation periods. Their business will also be affected by your homecoming activities, parents' day, high school senior day, etc. If they can plan for these occasions, they will be able to provide better service with improved efficiency. The union director might give each restaurant owner his semester calendar of events and discuss each event with him. When the school is planning events which will bring a large influx of people to the campus and to the community, it should include the local restaurant owners on its mailing list. Not only will they appreciate your consideration, more importantly, they will be able to organize their operations for the additional business probable.

Remind local restaurant owners how your facility can supplement theirs. While pursuing the topic of campus events which may bring additional people to the community, it is well to remember this as an important selling point of the college as an asset to the economy of the total community. When discussing banquets and catered events with local restaurant owners, you will find they will admit their inability to handle large groups at banquets and meetings. If you have the facilities in your union that can accommodate large banquets the local restaurant owner had to refuse, then it is important for you to display these facilities to him. Even though you may cater only a single banquet, individuals attending the banquet may be impressed with your facilities and consider the college and the community for an upcoming conference. This last possibility will appeal to the restaurant owner, for conference business benefits the entire community.

Know when to give up banquet business. One of the surest ways to alienate the local restaurant owners is to talk about the preceding ideas and then turn around and "hustle" for every form of banquet business. The word spreads that you are in open competition, a reputation that deters from what you are attempting to accomplish. Give positive examples to these people that you are dedicated to improving the economy of the entire community. A golden opportunity is offered with the dedication of buildings or departments in the new college. In my own college, we have added an Aviation Technology Program to our curriculum which necessitates construction of a complex which will house various disciplines, such as airframe and power plant mechanics, drafting technology, pilot training, and airport management. This complex is complete with hangar space, mechanical rooms, and modern runways. We have decided on an elaborate dedication ceremony for this program, since it is the only one of its kind in the state, and we thought it advisable to invite to our dedication ceremony representatives of a number of the large corporations which would utilize the graduates of the disciplines within the program. We found the response to our invitations overwhelming. Our union could readily accommodate the various catered events which would be coordinated with the dedication ceremony, but we decided to extend this opportunity to the community and invite the mayors and leaders of the Chambers of Commerce within the college district to a luncheon to discuss the dedication ceremonies. It was illustrated at this luncheon that the dedication would provide an excellent opportunity for each community to talk with corporations about the feasibility of establishing plants in their respective areas. To accomplish this goal, the dedication ceremony will become a two-day affair, with each community hosting a social event related to the dedication, the local restaurant owner providing the necessary facilities to host such events. The mayors and chamber representatives quickly bought this idea, and five catered events were spread throughout the surrounding communities as far as fifty miles from the college. The college center will host only one coffee and doughnut hour for the dedication. However, the college has received more favorable response and has brought separate communities into a closer working relationship than any other event sponsored in the past.

Utilize local restaurants for internships in your occupational programs. While discussing occupational programs, our college has also found it beneficial to utilize the local restaurants for the internship portion of the Hotel Restaurant Administration program. A student interning in Hotel and Restaurant Administration works for a definite period of time in the dining program of our union. Menu planning, labor and food costs analysis, and experimentation with various methods of technological advances to improve the efficiency of the operation are all a part of his responsibilities. Only a part of his internship is spent at the union; the remainder is spent at various local restaurants and hotels which are actively contributing to the program. Thus, the student has an opportunity to experience more than one type of operation during his internship. The local restaurant owner becomes involved by performing in the position of a part-time professor for the college, and, from a purely economical point of view, has the opportunity to add to his staff of employees if he finds a suitably trained candidate. Here again, such an internship requires close communication with the student, the restaurant owner, and the mid-management program.

These examples are but a few of the approaches one can pursue in his attempt to fulfill the task of developing effective relations between the community and its college. The author has considered only a minute segment of the total public, the local restaurant owners.

If through the above techniques you have reached this segment of the total public and have attained the goal of getting them to believe that the community college is their college, then you have been successful. This success will only be attained when the union director accepts the responsibility and endeavors to communicate with each of these individuals.

THE UNION PROGRAM AS AGENT FOR CHANGE

Eudaldo P. Reyes, Associate Director
Stony Brook Union
Suny at Stony Brook

As the title suggests, this paper deals with the union program and what it can contribute to the attempts to work out solutions to the problems currently besetting our campuses and communities. What is going on now on campuses should not be taken as unique, isolable, and internal incidents. These events may involve individuals who are associated with the institution. They may involve some aspect of the institution. They may occur within the physical confines of the institution. Therefore they are naturally regarded as problems of the institution and susceptible to institutional responses and solutions.

However, more and more institutions are admitting their inability to cope with such incidents. External agencies have to be called in to take matters out of the institutions' hands. More and more, the institutions in sincerely pursuing solutions to the problems find that the issues are ultimately beyond the scope of faculty and administrative decision-making. More and more, in addition, we hear of allegations that outside groups are using the institutions to promote their own interests. All of these observations are being made from the point of view of the incidents as they happen and affect the normal operations of the institution. A general conclusion that can be made is that the dichotomy of town and gown has finally been proven false, regardless of whatever assumptions are still being held about the nature of the academic institution, what it should be doing, and so forth.

Another general conclusion that can be made is that within the institution itself, most of the dichotomies (as well as traditional structuring) are also proven to be major irritants and obstacles in the amelioration of the incidents. The union, inevitably, is in the midst of all this apparent iconoclasm. Its accustomed image and concept is either being severely tested, or at worst, ignored as irrelevant or of no consequence.

It cannot be over-emphasized that these, indeed, are crucial times for all of us — trite as that may now sound. However, it has been said that the times of grave peril are also the times for great opportunity. The union, among all existing agencies on campus, has the best chance of recognizing where the opportunities lie, as well as of getting into the position of being able to do something significant. Admittedly there are many contingencies that have to be faced in order for the union to do the job effectively. The questions of legitimacy and acceptability are the keys. Many of us here, I am sure, are painfully aware of this. We feel that we are both willing and able but it is extremely difficult to convince others. I believe that if we are convinced ourselves, we must simply and quietly proceed to do what we feel we can do and must do. We must consider all consequences and take whatever risks may be involved, even if some of our decisions and actions may entail giving up some of our most cherished and popular features. If we are not going to become more directly involved, we shall become either mere casualties of the "innocent bystander" type or, like some modern-day Nero, raise the volume of our electronic musical instruments while the fire rages around. Or, to be tragically romantic, we can be Academia's Cassandra declaiming eloquent speeches and stopping precisely with the last period of our speeches.

What then can the union do? Or, perhaps the initial question should be "Why the Union?" Si Ellingson already addressed himself to this question a few years ago. The context of his speech at the University of Massachusetts entitled *The College Union—An Agent for Revolution, Reform, or the Status Quo* concerned campus disturbances and the need for change. At the very start of his speech, he wedded the union to the college by saying "Any examination of the union which ignored the larger academic community of which we are a part and to which we owe both our allegiance and our diligence would not only be egotistical but could lead to gross error." Using the terms union and college interchangeably, Si clearly called for the union to assume the role as an agent for change. In quoting Joe McCulley's view of the college as "society's advancing edge of awareness", Si, in effect, was viewing the union as the "college's advancing edge of awareness". Citing the college as a "consistent force for change or progress in our society", and stating furthermore that "Our best colleges have always been the most insidious enemy of the status quo", Si proceeded to make very clear the case for the union as the logical place on campus to provide the basis for reform.

"Why the union?" he asked. With proper humility, Si followed his question in this way: " . . . no reasonable man would say that it has to be the union, but nobody else seems to be doing it." And then with more characteristic conviction and simplicity, he stated:

> "Besides, the union seems peculiarly fitted for such a role. In the first place we have no ax to grind, secondly, there can be no doubt as to our loyalty to and affection for the college, thirdly, the union is the only place where all members of the academic community, students, faculty, administration, alumni, and frequently the general public, are accustomed to co-mingling, and lastly, because of the union, in the good union that is, we have a long tradition of students and faculty meeting together as equals. Where else within the college do all these factors hold true? Where better to begin?"

These words were said back in 1965 when things had already begun to happen at a few campuses. For the unions that were involved at that time, Si's words might have come a little late; but for the vast majority that was then still only watching they should have been taken as an urgent mandate for immediate action. Unfortunately, it appears that there isn't much evidence that many unions have indeed assumed the task of initiating action to deal with institutional change. It also appears that many unions to date have not even begun to change themselves.

To repeat Si's words today may sound like an exercise, or like the game of "what-might-have-been: if only". It is my contention, however, that Si's basic ideas have to be reaffirmed and restated in the face of what's happening and what's bound to happen on our campuses and in our communities. The need for change is no longer debatable. *Where* and *how* to confront change are the questions that we must now tackle.

In the same way that Si wedded the union to the college the college must be wedded to the larger community. To paraphrase Si's statement: Any examination of the college which ignored the larger community of which we are a part and to which we owe both our allegiance and our diligence would be not only egotistical but could lead to gross error. To repeat a general conclusion made earlier, the traditional dichotomy of town and gown has finally been proven false.

If the view that is being advanced here is valid that most of the incidents stirring up our campuses are problems shared by the campuses and the communities, then the traditional responses of the institutions cannot cope with them. What is needed is a structure, place, or organization where the members of the institution and the community can come together to consider their mutual interests and concerns. This would be a structure, place, or organization that would have no ax to grind, whose constituents would have loyalty to and affection for the larger entity, where all the members would become accustomed to co-mingling, and where a tradition of equality among the members could be established. Clearly, this sounds like a suggestion for the establishment of a union-type organization for this combined campus-community entity. It is not.

I am offering the suggestion that the college union first take heed of Si's concept now, vis-a-vis the college, but, at the same time extend its scope to include the community. The characteristics of the union which caused Si to view it as "peculiarly suited " to the role of change agent for the campus as a whole are the very same ones which I feel can suit the union peculiarly to the role of agent for communication and change between the campus and the community. It is my view that the union, despite its institution-oriented philosophy and its accustomed image as a purveyor of services, facilities, and program events, is basically a unique instrument for accommodating inter-personal relationships in all their variations: be they congenial or antagonistic, purposeful or hedonistic, idealistic or pragmatic, constructive or destructive, compassionate or selfish, and so on. The union can be a passive or active instrument or it can simply be there to guarantee that action can happen. It can be a catalyst; a mediator or conciliator among contending groups; an intermediary between subordinate and higher positions; an objective and dispassionate moderator and clarifier of issues. All these the union can do without having to take sides nor to advocate any interest of its own—even if this is also very possible. Most significantly, the union is in a position to identify and recognize existing resources from a broader point of view and then to suggest a reallocation of these resources with the mutual agreement of those involved. Finally, the union with its tradition of amenities and fellowship can become an ideal setting, can produce the comfortable and reasonable ambience needed for whatever type of inter-personal relations and communications that may come about.

I am fully aware that there will be risks involved if the union breaks out of its institutional mold. Yet, there is a dangerous gap that exists now between the campus and the community. It is a gap that is apparently being filled inevitably by other agents. Like-minded individuals and groups from both spheres are being joined somehow. Contending groups among both spheres have now only the streets where they can face-off. If only to provide now an alternative to this state of confusion, the union should take immediate steps to make available to anyone whatever facilities, resources, and assistance it can. This relatively small beginning could certainly bring about some uncomfortable consequences, but they are consequences that the union can take and must take if it is to expand into the community as it should. This time—now—I cannot see any other possible way.

THE INTERNATIONAL STUDENT MOVEMENT

Keith G. Briscoe, Director
College Union
Baldwin - Wallace College

It comes as a surprise to some that there is widespread fear of campus revolution, city revolution, and even a national or world student revolution. This is not a surprise to Porter Butts, however. He told his campus many years ago that activism exists all over the world, that often only two-percent of the students control the campus in many parts of the world. He said that in Asia, Latin American, and Africa, students and faculty haven't learned how to talk to each other or how to join in a partnership of dealing with problems of common concern.

The major point Butts made was that we should expect to see this happen more in America because the conditions are the same. North America, it seemed, was about fifteen to twenty years behind the rest of the students of the world, but was rapidly closing the gap. To me he was saying that the organization of extremists would take over student government and union leadership. Its control would be so tight that no one else would speak.

Then came Berkeley, Watts, Dow Chemical and Columbia, and, more recently, the Democratic Convention and Butts' own Wisconsin. A law passed by Congress makes it a federal crime for anyone to travel across state lines with the intent to incite, organize, encourage, or take part in a riot. The Justice Department is trying to prosecute some of the active leaders of campus disorders.

The president of the United States is using the prestige of his office to honor college presidents using the "get tough" policy (i.e., Rev. Theodore M. Hesburgh, president of Notre Dame). There is widespread fear in academic circles that the federal government is going to step in and handle the campus problem. Some academicians see federal intervention as the next step and they have some proof. Three recent congressional acts that deal with university government loans, work-study subsidies, and similar assistance, threaten withholding aid from students who cause college disruptions. This could affect one out of every six students. The Office of Education is, however, resisting the idea of withholding federal aid.

Now we *believe* what Butts was saying, and we are here today to see what is happening around the world and what its effect is on North America.

Those in our field who did not believe Butts now find that not merely two percent but five percent of our students are actively participating--participating not just on campus, but elsewhere.

Let's list a few of the problems we will consider today.

1) Are students around the world *for* a worldwide movement?
   a) What affect will the April Paris meeting have in bringing about a world union of students?
   b) Is there already a universal educator in the world? Nearly all subject matter in secondary schools is the same worldwide. What affect does this have, if any, on uniting students?
   c) Third world concept.
2) What base (political, economical, social) must first be broken if there is to be a united student movement?
3) Will North American students be the world leaders?
   a) More college-age students go to college in America than in any other country. Fighting their way to leadership on a North American campus will give them good background and exposure. Will that give them an edge over developing leaders in South America or Africa?
   b) Will the North American movement have larger effects in places other than North America?

To supplement the papers presented during our discussion, I would like to recommend the following books.

Butts, Porter. STATE OF THE COLLEGE UNION AROUND THE WORLD. Association of College Unions-International, Central Office, P.O. Box 7286, Stanford, California 94305. 1967.

Journal of the American Academy of Arts and Sciences DAEDALUS, *Students and Politics*. Winter, 1968. Geno A. Ballotti, Managing Editor. American Academy of Arts and Sciences, 280 Newton Street, Brookline Station, Boston, Massachusetts 02146.

Two men that have been doing some fine writing with somewhat different historical sets are:

George B. F. Bereday, Professor of Education at Columbia University on leave from East-West Center, University of Hawaii.

Seymoure Martin Lipset, Professor of Government and Social Relations at Harvard University. Author of THE FIRST NEW NATION: THE UNITED STATES IN HISTORICAL AND COMPARATIVE PERSPECTIVE, 1963; POLITICAL MAN: THE SOCIAL BASES OF POWER, 1963; and AGRARIAN SOCIALISM, 1950. Editor of STUDENTS AND POLITICS, 1967.

Attached are two reports, *Glossary of Terms and Historic Flow Chart of National Student Movements* and *Notes on the Left, 1960-1967: The Movement—The New Left and Black Power.* These reports were contributed by Dr. T. A. Emmett, President, Higher Education Executive Associates; Dennis Binning, Executive Editor, *COLLEGE AND UNIVERSITY BUSINESS;* and James McElhanney, Executive Director, Ohio College Association.

GLOSSARY OF TERMS AND HISTORIC FLOW CHART OF NATIONAL STUDENT MOVEMENTS

Please note terms are in quotations.

I. STUDENT GROUPS

The "Right" Groups

1950's	Young Republicans (Y.R.)
1957	Intercollegiate Society of Individualists (ISI)
1958	Young Americans for Freedom (Y.A.F.)
	Terms - Sharon Statement - 1959
1966	Student Committee for Victory In Vietnam

The "Middle" Groups

1893	National Newman Student Federation (NNSF)
1900's	Student Branches of the YMCA and YWCA
1937	National Federation of Catholic College Students (NFCCS)
	Intercollegiate Association of Women Students (IAWS)
1960	United Campus Christian Fellowship (UCCF)
1964	Associated Student Governments (ASG) - USA
1966	University Christian Movement (UCM)
1967	Conference of Student Body Presidents of Jesuit Institutions (CSBPJI)

The "Liberal" Left

1906	Young Peoples' Socialist League (YPSL) - Anti-Communist Group - Tom Kahn
1947	College Young Christian Students (YCS)
1947	United States National Students Association (USNSA) Edward Schwartz
1950's	Young Democrats (Y.D.) Out of Americans for Democratic Action of the 1940's.
1962	United States Student Press Association
1964	Southern Student Organizing Committee (SSOC)

The "Socialist New and Old Left"

1905	Intercollegiate Socialist Society - Walter Lippman, Edna St. Vincent Millay, Haywood Broun, Norman Thomas.
1905	League for Industrial Democracy (LID) - Clarence Darrow, Jack London, Upton Sinclair, J. Phelps Stokes
1927-1933	Student League for Industrial Democracy (SLID) Fabian Socialists
1933-39	SLID merges with Communist National Student League to Form American Student Union (ASU) - Defunct in Nazi-Soviet pact of 1939.

1939-1960 SLID - again - socialist education group - paper tiger revived by James Farmer as more active campus group 1948.
1960 University of Michigan SLID group became very active and calls conference on Human Rights in the North. Al Haber, Tom Hayden, Bob Ross, leaders-begin of split with SLID.
1962 At Port Huron, Michigan 59 students split off SLID to form Students for a Democratic Society (SDS) Tom Hayden drafts Pt. Huron statement. SDS leaders Robert Allen Haber, Tom Hayden, Todd Gitlen, Carl Ogelsby, Tim Jenkins, Carl Davidson, Rennie Davis, Judy Bernstein, Paul Booth, Robert Burlage, Paul Potter, Richard Flacks, Carl Wittman, Kimberly Moody.
1966 SDS breaks final ties with SLID
1959 Student Peace Union (SPU) University of Chicago, Phillip Altboch 1964 - defunct.
1967 Youth International Party (Yippie's) Jerry Rubin - Chicago Democratic Convention Disruptions.
1967 United Mexican American Students (UMAS).
1967 Up Against The Wall M.F. (UAW/MF) Lower East Side Fighting Wing of S.D.S. Present S.D.S. Leaders Bernardine Dohrn, Clark Kessinger, Dave Culbert.
1968 Third World Front.

The "Communist (Russian) Old and New Left"

Old Left

Communist Party of the United States of America (CP)
Herbert Aptheker
begot
1920's National Student Union - Defunct
and
1930's American Student Union - (Merger with Socialists - Defunct by 1939)
to the present groups.
1964 W.E.B. DuBois Clubs - Pro Russian - Communist Models Bettina Aptheker
1965 Young Socialist Alliance (YSA) Trotskyte Group.
1965 Marxist Youth Against War and Facism - New York City Group.

The above are all small groups with the DuBois at about 2,500 members, the others have a great deal less in members. They try to work themselves into the New Left groups but are often rejected by them as too doctrinaire.

The Communist Chinese Left

1962 Progressive Labor Party (P.L.) Jake Rosen, William Epton, Fred Jerome, Milt Rosen, Mort Sheer, Jeff Gordon
begot
1964 May the Second Movement - Maoist Front - Defunct 1967 - attempt 1968-69 to take over S.D.S. - in progress.

II. The New Left is in Close Interaction with the Civil Rights Organizations which have in the main developed since 1954.

"Center" 1910 - Urban League (U.L.) Whitney Young

"Liberal Left" 1909 - National Association for the Advancement of Colored People (NAACP) Roy Wilkins, W.E.B. DuBois, Walter White
1920 - American Civil Liberties Union (ACLU)

"Middle Left" 1957 - Southern Christian Leadership Conference (SCLC) M.L. King, Roy Abernathy, Mrs. M.L. King

"Left" 1942 - Congress of Racial Equality (CORE) J. Farmer, Floyd McKissick
1960 - Student Nonviolent Coordinating Committee (SNCC) Rap Brown, Stokely Carmichael, Philip Hutchins, John Lewis, Diane Nash, James Forman.

III. Black Nationalism Groups

"Black Pride" Campus Groups -
"Black Power"
1966 - Black Students Union (BSU).
1967 - Black Student Alliance (BSA).
1967 - For Members Only (Northwestern).
1967 - Afro-Asian-American Clubs, etc.
1968 - Congress For the Unity of Black Students (CUBS).
1968 - Student Afro-American Society (SAAS).

"Black Protective Groups"
1965 - "Blackstone Rangers" - Chicago.
1966 - "Black Panthers" - Oakland Huey Newton, Bobby Seale, Eldridge Cleaver, Stokley Carmichael.
1967 - "Brown Berets" - Mexican group - Los Angeles.

"Militants" "Warlords and Egyptians" - East St. Louis, etc.

Off Campus "Nationalists" Religious, Malcolm X, Elijah Muhammad
1932 - "The Nation of Islam" (Black Muslums) W.D. Fara - Noble Drew Ali

"Black Revolutionaries"
(Nihilists)
1962 - Revolutionary Action Movement (RAM) Robert Williams (Cuba) "Radio Free Dixie"
1964 - A.C.T. - Malcolm X (Little), Gloria Richardson

N.B. Black Pride is a cultural, religious and ethnic movement sometimes called Black Power which is more an economic, political movement. Black Militancy is a middle position not quite as radical as Black Protection and Black Revolution which are the extreme forms in particular in the latter group. The entire movement is based upon a separatist theory. Many leaders believe one moves from token integration to separatism to true "integration", as the white society accepts its true picture and moves to understanding separatist doctrine. It is the hope of many black intellectuals that even militancy may give way to true "integration".

V. Some other terms used in student power are the following:

IWW Industrial Workers of the World - "Wobblies"

1964 - Free Speech Movement (FSM) Berkeley
Mike Rossman, Jerry Berman, Steve Weissman, Mario Savio
1965 - Vietnam Day Committee (VDC) Berkeley
Jerry Rubin
1966 - Peace Rights Organizing Committee (PROC) Berkeley
1963 - Economic Research and Action Project (ERAP-SDS)

Others are:

1962 - Northern Student Movement (NSM) - An excellent tutorial program for disadvantaged negro children.
1965 - Summer Community Organization and Political Education Program (SCOPE)
1967 - National Mobilization to End the War in Vietnam - (Vietnam summer) - Rennie Davis, Tom Hayden Chicago base. - Democratic convention disruption.
1964 - Mississippi Free Democratic Party (MEDP) Fannie Lou Hamer.
1965 - Lowden's Country Freedom Organization (LCFO) "Black Panther Sign" Stokely Carmichael.
1968 - Peace and Freedom Party - California, now national. Eldridge Cleaver, etc.

Some New Left Periodicals:

New Left Notes
Liberation News Service -
Studies on the Left
Marxist Leninist Quarterly
Insurgent - W. E. B. DuBois Clubs
Progressive Labor (PLP)
The New Republic
I. F. Stone's Weekly
Evergreen Review
Liberation
The Village Voice
Dissent
Ramparts
Student Voice

Radical professors and a few not so radical:

H. Bruce Franklin - Stanford Maoist - Associate Prof. of English.
Noam Chomsky - Prof. Modern Languages, M.I.T.
Douglas Down - Prof. Economics - Cornell.
Eric Bentley - Prof. Drama Columbia, after spring revolts a faculty leader.
Peter Clecak - Asst. Prof. English, U. of Cal. Irvine - SDS type.
Herbert Marcuse - Prof. of Philosophy, University of California, San Diego, Guru for many New Left people.
Howard Zinn - Prof. of Gov't., Boston U., SNCC Biographer and North Vietnam visitor.
Keith Lampe - Queens, joined Yippies!
John Gerassi - X of San Francisco State.
Tim Harding - Asst. Prof. of History, Cal. State, Los Angeles.
David Eakins - Asst. Prof. of History, San Jose State.
Harry Edwards - Asst. Prof. of Sociology, San Jose State Olympic Boycott leader, Black athletic advisor.
Charles Hamilton - Chairman Dept. of Political Science, Roosevelt U. of Chicago.
Irving Howe - Prof. of English at Hunter - Old line liberal.
Staughton Lynd - Wandering Professor, trips to Vietnam.

Radical Writers and Theorists:

Bayard Rustin
Michael Harrington
Robert Pinkus
Kenneth Kesey - *One Flew Over the Cuckoo's Nest*
Heller's - *Catch 22*

Other Characters of Interest:

Arlo Guthrie - *Alice's Restaurant* Anti-draft.
Rudi Dutschke - German leftist.
Albert Camus - French philosopher.
Paul Goodman - American social critic.
Dr. Benjamin Spock - Anti-draft and books on child raising.
Tiny Tim - Folk rock singer.
Che Guevera - Cuban leader - romantic.
Mao Tse Tung - Red Chinese leader.
Franz Fannon - *The Wretched of the Earth.*
Regis Debray - guerrilla theorist, Biographer of Che.
Rev. William Sloane Coffin - Yale Chaplain, anti-draft.
Daniel Cohn - Bendit - French student union leader.
Robert Warrian - Canadian Student union Leader.
David Dellinger - Peace and anti-draft leader, Editor *Liberation.*
David J. Miller - Anti-draft leader.
Arthur Washaw - New Left Think Tank - Institute for Policy Studies.
Markus Raskin - Draft Resistance Counselor.
Miriam Basher - Leader of Women's International Terrorist Conspiracy from Hell (WITCH).
Joan Baez & David Harris - Anti-draft group. Non violence at Big Sur.

NOTES ON THE LEFT - 1960-1967
THE MOVEMENT - THE NEW LEFT AND BLACK POWER

1955-1959	The "Beat" Period in Literature - Mores New York's - East Village North Beach - San Francisco Venice - Los Angeles Allen Ginsberg - *Howl* Jack Kerouac - *On the Road*
1957	England: *Universities and Left Review* and *The New Reasoner* begin at English Universities
1958	Formation at Berkeley of S.L.A.T.E. = Slate of Candidates - Mike Miller - Pat Hallinan. Socialist Club begins at U. of Wisconsin
1959	Merger of Two English Collegiate Journals into *New Left Review* Anti ROTC Vigils Begin at Berkeley Student Peace Union (SPU) begins at U. of Chicago
1960	January Formation of *Studies on the Left,* U. of Wisconsin 1. William Appleman Williams - historian January Writings of A. J. Muste *Third World Idea* begins to jell in young white radicals and black intellectuals January Students led by Al Haber, Tom Hayden, Bob Ross at U. of Michigan take over Student League for Industrial Democracy (SLID)
February 1, 1960	M. L. King goes to Atlanta
February 1, 1960	Greensboro, North Carolina - Woolworth sit-in begins. First Wave of black power begins. Ezell Blair, Joseph McNeil, David Richmond, Franklin McLain, North Carolina A & T College
February	Bay Area Students March to save Caryl Chessman from gas chamber. They lose.
March	U. of Chicago students begin - *New University Thought*
April	Fair Play for Cuba Committee begins
April 17, 1960	Student Non-violent Coordinating Committee (SNCC) begins at Shaw University, Raleigh, N.C. speakers James Lawson, M. L. King, Ella Baker. S.C.L.C. leaders James Forman elected first executive secretary. Others - Diane Nash, John Lewis, Marion Berry. "SNICK" and "SLICK" white aids Jane Stembridge, The Georgia poet. Casey Hayden of Texas
May	House Un-American Activities Committee in San Francisco Picket by SLATE and others to abolish H.U.A.C. Sit in, Stand in, Wade in, etc. group all across 20 states of south, southwest, and border states. Black Power grows with white aid. Conference on Human Rights in the north Al Haber - Ann Arbor ("SDS" - SNCC) relations begin Early SDS group forms at U. of Michigan - Al Haber, Dick Flacks, Tom Hayden, Bob Ross, Tod Gitlin Texas Rob Burlage Howard Tim Jenkins Wisconsin Gary Weisman Tom Kahn - "The Unfinished Revolution" about age 20
October	Influence of C. Wright Mills surfaces "Letter to the New Left" in *Studies on the Left* *White Collar, New Men of Power, Power Elite* (Dead 1962)
November	Election of John F. Kennedy to Presidency
1961 January	W. E. B. DuBois clubs formed at Wisconsin, San Francisco Bay Area children of 1920-35 leaders.
March	Peace Corps Begins - early movement leaders join it - a real hope!
April	Bay of Pigs - students first feeling of real unrest - "The Sell Out!"
May 4 - 15	Freedom ride I begins end of first wave of black power.
May 17	Freedom ride II begins second wave of black power led by James Lawson, Stokley Carmichael of Howard University leaves Mississippi jail radicalized.
June	U. of Texas students begin movie sit in, Program spreads across nation.
August	(SNCC) begins voter registration drive Pike county, Mississippi under Robert Moses (Parris) McComb, Mississippi

	focal point. New techniques of community organization begin. Amite-Pike county years.
September	Robert Williams - founder of Revolutionary Action Movement idea (R.A.M.) charged in Monroe, N. Carolina with kidnapping and flees to Cuba - begins *Radio Free Dixie*. Theory of active black self-defense begins. Violence breaks out in McComb "Backlash" term!
October	Lenny Bruce trials for morals and speech on west coast - Chicago - acquitted.
November	Woman's strike for peace - Dagmar Wilson - 3000 CCNY Students strike for free speech policy.
1962 January	Southern University at New Orleans demonstrations.
February	Student peace union organizes march of 5000 to Washington D.C.
May	Committee on nonviolent action to try to stop British Christmas Island testing of H. Bomb is active in England = U.S.A., a failure.
June 11-15 1962	S.D.S. Students for Democratic Society founded at F.D.R. Labor Camp, Port Huron, Michigan. Tom Hayden drafts *Port Huron Statement* 59 people. SNCC leaders present.
July	S.D.C. Confronts League for Industrial Democracy. Split and SDS is on its own. Aid of Harold Taylor, Norman Thomas keeps it alive.
September	Hazard, Kentucky Miners Movement. Berman Gibson - SDS Aid start of labor-student activities.
October	James Meredith enters the University of Mississippi. Use of Federal troops.
November	Cuban Missile crisis.
December	The Albany Movement - M. L. King. Tactical failure but much is learned.
1963 March	SNCC - CORE - SCLC join forces in council of federated organizations (COFO) Mississippi Voter Drive Expansion.
April	Harvard dismisses Professor Timothy Leary and Richard Alpert for testing hallucinogenic drugs on undergraduates. The movement and LSD flirtation.
	The psychedelic left forms. Heros: Bob Dylan and the Beatles - music Ken Kessey, Allan Ginsberg; writers, Tim Leary - Pied Piper.
May	Tom Hayden of SDS gets $5000 from Walter Ruether to begin study and research for an Economic research and action project (ERAP). Birmingham, Alabama demonstrations take place and second wave of Black Power ends and third begins as M. L. King and SCLC Ralph Abernathy use new tactics with numbers of black children, women, etc. to combat dogs - fire hoses, etc. - chicks up front. Three young socialist alliance students arrested at Indiana University. Dean Robert Shaffer's defense of the students in anti-sedition test case.
June	Demonstrations of black power, Cambridge, Maryland - Gloria Richardson.
July	Council on United Civil Rights Leadership formed Urban League and NAACP added to earlier group. Progressive Labor Party Organized trip to Cuba - HUAC investigations.
August	March on Washington for civil rights - 250,000 people
September	Bombing of 16 St. Baptist Church in Birmingham, Alabama ends third wave of black power and begins fourth and more radical tone. Civil rights moves north Harlem rent strikes - Jesse Gray. Bob Dylan's "Written on the Wind" - folk songs of protest - Joan Baez rises to fame.
November	J. F. Kennedy killed in Dallas - Johnson President.
December	ERAP Project of SDS opens in Newark, Chicago, New Haven, Boston, Cleveland - opens but fails soon in Oakland and Baltimore. Paul Potter, Rennie Davis, Carl Wittman, Judy Bernstein are leaders. Anti-Christmas campaign planned by Negro writers James Baldwin, Louis Lomax, Ruby Dee, Ossie Davis - plans are killed.
1964 February	CORE begins school boycot in New York. President L.B. Johnson's war on poverty begins, strong influence of Michael Harrington's *The Other America.* Southern Students Organizing

	committee (SSOC) organized in Atlanta - white southern students come into the open on civil rights. Sit in at Sheraton Palace Hotel in San Francisco by W. E. B. DuBois group - blacks hired. San Francisco New School for Radical Education begins (SDS takes over in 65). Experimental college lease.
March	CORE rush hour sit in on Triborough Bridge in New York City. Malcolm X (Little) breaks with Elijah Muhammed, calls for black Nationalist Party. Formation of ACT-Malcolm X, Gloria Richardson. New York school boycott phase two ends fourth wave of black power. Sexual Freedom League begins, New York City - moves soon to San Francisco Bay area. Jefferson Pollard, Leo Koch, Ina Saslaw.
April	World's Fair Stall In - James Farmer, CORE. Opens fifth wave of Black Power - plans not total - leadership pulls back.
May	Yale symposium on radical role in USA. 21 colleges of northeast National Council of Churches announces aid in Mississippi Delta. United campus ministry (UCM) movement begins to jell. Auto Dealers sit in San Francisco. Progressive Labor Party leaders Milt Rosen, William Epton, Shirley Warren, Fred Jerome, Mort Scheer, John Rosen. Open communist Mao Front. Begin "May the Second Movement"
June	National Council of Churches and SNCC begin Freedom Summer School Program at Oxford, Ohio. Activist troops born from this New Wave of experience.
Tasks:	Run Freedom Schools in Mississippi. Build up Mississippi Freedom Democratic Party (MFDP) The summer of Activism and Tactic learning begins which culminates in Northern activity and Berkeley. Deaths of Andrew Goodman, James Chaney, Michael Schwerner in Philadelphia, Mississippi. The summer of Amite and Pike county voter drives and leadership training.
July 2, 1964	Civil Rights Bill Passed. The riots in Harlem - The long, hot summer began - William Epton arrested - begins sixth wave of black power. Republican convention confusion caused by Bay area movement falls - Goldwater wins anyhow.
August	H. Humphrey "Sell out" of Democratic National convention in Atlantic City over Mississippi Freedom Democratic party which reaches national level. Fannie Lou Hammer, James Forman, Charles and Medgar Evers. W. E. B. DuBois clubs go National led by Bettina Aptheker.
September	Pressure put by William Knowland, Oakland, California Publisher on Regents of U. of California at Berkeley on Student Freedom questions.
October	Dean Katherine Towle warns students on limits of student political activity and the "war" begins September 30, 32 hour demonstration breaks out of Berkeley and ends in formation of Free Speech Movement (FSM). Leader M. Savio, Susan Gilmore, Michael Rossman, Brad Cleveland, Steve Weissman. Student power slogan catches also attack on *system* emerges.
December	Showdown at Berkeley December 29. FSMVs Clark Kerr. 800 arrested, sleep in, unrest spreads to other institutions. Faculty involvement begins at Berkeley.
1965 February	Malcolm X (Little) murdered in Harlem. North Vietnam bombing begins "Students Sold out again."
March	M. L. King Jr. begins Selma to Montgomery marches and black power ends sixth wave as seventh wave begins. Attack by dogs - violence on T.V. Death of Viola Luizzo. S.D.S. chapters begin attack on U.S. business support by Chase Bank of S. African government. Push colleges trustees to change policies. S.D.S. economic tactics begin. Teach-in movement vs. Vietnam war begins at U. of Michigan - 3000 faculty and students involved. Sweeps country in two months, S.D.S. gets 25,000 to march on Washington vs. Vietnam policy. U. of California at Berkeley has 12,000 on weekend teach-in. U.S. invades Dominican Republic. New wave of student feeling in sell out.

April	Vietnam Day Committee formed at Berkeley (VDC). Jerry Rubin, leader. FSM fades as filthy speech question arises and is rejected! Lowndes country freedom organization formed "Black Panther its sign" led by Stokely Carmichael. Theory of it of interest.
June	Julian Bond of SNCC elected in Atlanta failure over seating in Georgia legislature due to his Vietnam feelings - long fight. Free University of New York founded. "Sex" free love curriculum included as well as radical tactics and theory.
July	Child Development Group of Mississippi (CDGM) begins project "Head Start" in Mississippi. Senator Stennis attempts to block it - fails. Watts riot - 3 days. M. L. King states "civil rights movement fails to bring relief to America". Seventh wave of black power ends. The "Masses" begin to revolt from the gut as eighth wave begins. Backlash begins in earnest across country. Chicago defacto segregation riots - arrest of Dick Gregory. Vietnam Day Committee in Bay area block troop train in Oakland.
August	S.D.S. begins militant anti-draft program. Later tones it down. Grape pickers begin strike in Delano, California. Rise of Cesar Chavez. Movement folk lend support. Shooting of Jonathan Daniels in Haynesville, Alabama. 100,000 march in international days of protest.
October	Vietnam Day Committee working on a national level.
November	Bettina Aptheker gets elected in student government at U. of California at Berkeley after she says she is an avowed communist. SANE march against Vietnam was in Washington. Second Vietnam Day march in Oakland. Troop trains and docks blocked. George Wallace elected in Alabama. Negro party fails to win seats in Lowdens county.
December	St. Johns University faculty and student strike begins. Ferment of Vatican II and begins to affect Roman Catholic Church and its institutions in earnest.
1966 February	Black Panther - group formed by Huey Percy Newton and Bobby Seale in Oakland, California to protest black citizens from "Police brutality".
May	John Lewis in Nashville ousted by Stokely Carmichael as leader of SNCC. New phrases emerge as black power, race pride, black dignity, catch on. Movement to separate white workers from black projects.
June	James Meredith shot near Hernando, Mississippi. And the rest is so recent in history that the events of the years 1966-1967-1968 make a story all themselves that simply builds on these notes.

Allan H. Williams, Jr.
Assistant Regional Director
Foreign Policy Association

The 1960's, which may well be labeled as the Decade of Dissent and Disorder, have witnessed an almost unparalleled interest in students and politics. Many have hastened to their typewriters, even more have become over-night authorities on the subject. Even for all the recent devotion to research, inquiry and debate, it is quite evident that student activism and the significance of student movements in politics long antedates the current interest.

Remotely buried in history books, and of renewed interest as a result of the current unrest on campuses, are many vivid accounts of past instances of student activism. Students were a key element in the revolutions of 1848 in Germany and Austria, and student activism was very significant in stimulating the Professors' Parliament which severely undermined and almost toppled several European monarchs during the 19th century. Czarist Russia was the host nation for several revolutionary movements which laid the foundation for the great revolution 1917. Not so deeply buried are the accounts of the Brown Shirts of Hitler's Nazi campaign in Germany. Throughout Europe, universities (in some respects replacing the churches) were the focal point of revolutionary ideas and movements. Frequently the halls of the academia were the sounding-boards and the carriers for the modern concepts of liberty, socialism, industrialization and equality of opportunity.

A longer view shows that even these occurrences were nothing novel to the Europeans. Histories of medieval universities abound with accounts of student involvement in civil disturbances. One such account is that dealing with a riot in Oxford —the battle of St. Scholastica's Day in 1354:

> "All night the citizens from surrounding towns and villages poured into Oxford, thirsting to crush the hated clerics once and for all . . . They caught certain scholars walking after dinner in Beaumont, killing one and wounding others. Then on into the University quarter itself, where the scholars defended themselves desperately, fighting from street to street, pouring their bolts and arrows from the windows of beleaguered houses. But the army of townsmen was not to be denied. The students were overwhelmed; their ranks broke, and the fight developed into a total rout . . . For two days the mob rioted and pillaged and slew . . . When the pillage was over, the University had vanished, seemingly never to return."

Students were frequently the most active and effective political force in Turkey during the years of the Ottoman Empire, particularly during the period from 1850 to 1920. Beginning with the student revolts of 1876, the Turkish students became increasingly disturbed with the Ottoman system, and they steadfastly sought reform—sometimes through covert revolutionary planning and actions—throughout the duration of the Empire.

One of the greatest problems confronting India, for more than a century, has been student unrest. During this time, student agitation has caused the downfall of governments and has forced the central government to revise its language policies. Commencing with the turn of the century, Indian students (most of whom had been educated in schools and universities established by the British) became one of the most aggressive forces in the movement for independence. The Civil Disobedience Movement of 1930 ushered in the most active period of student agitation. Campus strikes were a weekly occurrence, and radical student publications appeared throughout the country. More was to come, however, and the most militant and highly organized period of the Indian student movement came during the 1942 Quit India struggle. According to Philip Altbach, the students succeeded in closing most of India's colleges and universities for extended periods, and at times as much as ten percent of the student population was ". . . involved in the day-to-day organizational work of the nationalist movement." The militancy of the student involvement, although on a reduced scale, maintained until the final granting of independence.

Chinese students, who once held the highest and most elite station in their society, have also played an important role in their country's history over the past century. As was typical in many countries, the Chinese student movements were both conditioned by and were conditions of historical events and transformations. With the fall of the Manchu dynasty in 1911, student movements gained both diversity and impetus in China. From 1916 to 1949, the Chinese students were a vocal and demonstrative element within each of the rivaling factions (warlord rulers, the Kuomintang, the Japanese, and the Communist Party) seeking national unification. The two primary targets of student unrest during this period were internal disunity and foreign intervention.

The first phase of Japanese student movements, one which was predominately characterized by Meiji nationalism, lasted from just before the end of the nineteenth century to the end of World War I. The movement was made up of a concerned minority of students who, regardless of ideological differences, were humanitarians and nationalists. The second phase took place in the Taisho democracy and lasted until the depression of 1926. The activist students of this period were attracted toward international revolutionary ideology, particularly Communism. The repressive political order of the next two decades silenced (usually by force and incarceration) student movements. The end of World War II laid the foundations for a resurgence of Japanese student activism.

"Student politics in Latin America is looked upon by many observers as something endemic to Latin American culture, personality, institutions, or all three." To be sure, the role of students is, by and large, more politically significant in Latin America than in any other area of the world. Few countries, if any, can compete with those of Latin America for the frequency of direct, open confrontations between student movements and national governments. It is worth noting that the antecedents of the Latin American universities of today practiced quite liberal student participation in the governing of the institutions—including the election of rectors and the holders of university chairs. However, by the beginning of this century, student participation in decision-making has been severely curtailed. Therefore, not only national governments, but the universities themselves came under attack from the student activists. Two early examples are first a statement from the initial Congress of American Students (1908):

> "The First International Congress of American Students accepts as an aspiration, which should be put into practice as soon as possible, the representation of students in the directive councils of university education, by means of delegates named directly by them and renewed as frequently as possible."

and, secondly, a portion of the *Cordoba Manifesto* of 1918:

> "Up to now the universities have been the secular refuge of mediocrities, have provided a salary for the ignorant and a safe hospital for invalids, and what is worse, have provided a place where all forms of tyranny and insensitivity could be taught. The universities have thus come to be faithful reflections of a decadent society, offering a sad spectacle of immobile senility. Before these closed and silent houses, wisdom passes silently or enters distorted and grotesque into the service of bureaucracy."

Despite the cultural and political diversity among the nations of Latin America, student activism has been a vibrant phenomenon which has permeated throughout the area during most, if not all, of the twentieth century. The pages of history are resplendent with examples of student turmoil in Latin America.

Africa, unique for its lack of a system of higher education prior to World War II, needs little discussion at this time. Save for a few universities in North Africa, South Africa and scattered colonial capitals, all of which related to previously discussed situations, there were no opportunities for student activism, as such, to emerge in Africa prior to the great surge to independence on that continent. Most early African activists were students who had obtained their education elsewhere in the world, and could therefore not be classified as indigenous. Much, as will be noted later, has changed in Africa since 1945.

Though the United States has experienced, in comparison with other countries, a lesser degree of student activism, the phenomenon is nothing new to this nation. Three times, prior to the Civil War, Princeton students dynamited that institution's Nassau Hall. Yale students, also during the mid-1800's, hurled burning coals through the windows of offices and homes belonging to unpopular professors. Dartmouth students would drive disliked professors out of town, literally, by blowing horns in relays outside these professors' homes until they packed their bags. It is said that Thomas Jefferson remarked that he hoped that the University of Virginia, which he was then starting, would be "an institution relieved of the historic problems of student uproar." Most notorious was the broadly-based rightist student activism of the 1930's; which, in sheer numbers as well as percentages, was larger than even that of today in the United States.

As has been demonstrated, students have throughout the years played significant roles, occasionally the major one, in reform movements. The phenomenon is not a new one. However, scholars in the past paid relatively little attention to student movements. An explanation for this is, in part, the fact that student unions are quite transitory in nature -- ephemeral in many instances -- and have left fewer records than adult organizations. Another part of the explanation is that scholars, wishing to avoid giving the impression that some of the reforms were nothing more then "children's crusades", have tended to under-emphasize the importance of student participation.

The devastating and global impact of World War II served to quell temporarily the temper of student union movements. Were it not for the role of students in scattered quests for independence, the annals of student activism would be without record for the immediate post-war period. By the mid-1950's, student unrest was again on the rise throughout much of the world. In his address to the ACU-I in 1968, John Summerskill (then president of San Francisco State College) pointed out two universal themes or conditions which may have caused the recent increase of student agitation: first, the advent of nuclear weaponry, and second, the revolution of rising expectations in the newly independent, underdeveloped and non-white world. To these two sources, coupled with innumerable less universal conditions, much of today's unrest can be attributed.

Throughout Asia, Africa and portions of Latin America, students marched at the forefront of independence movements. Their demonstrations were conjoined by those of sympathetic students in the developed nations. Pacifist movements appeared on campuses the world around. And there appeared a host of local issues to which students responded in significant numbers.

Since the mid-1950's, we have seen where the students played a considerable role in the overthrow of Peron in Argentina in 1955. Again, it was the students who were prominent in achieving the downfall of Perez Jimenez in Venezuela in 1958. Students were an integral part of the demonstrations for greater freedom in Poland in 1956, and they were at the forefront of the Hungarian Revolution of that same year. For all intents and purposes, students were responsible for the massive riots against the Japan-U. S. Security Treaty in Japan in 1960. They appeared in the successful resistance to Diem in Vietnam in 1963, and they were widely involved in the anti-Sukarno movement in Indonesia in 1966. Students continually harrassed the French government's involvement in the Algerian War. Indeed, student demonstrations came to be commonplace among the headlines of European, Latin American and Asian newspapers.

In the United States, the 1950's are frequently characterized as a period of campus apathy. American students seemed more interested in the frivolity of panty-raids, complaints about the union cafeteria's food, and the burning, in effigy, of unsuccessful football coaches. The Freedom Rides, Berkeley's Free Speech Movement, and the campaign of 1964 altered the portrait of the American students radically. Rightist activism, dormant in the United States for nearly thirty years, emerged as thousands of young conservatives rallied in support of Senator Goldwater. The Young Americans for Freedom, founded in 1960, claimed more than 20,000 members on over 200 campuses across the nation.

The election of 1964, and the subsequent governmental policies, failed to find a solution to the increasingly demanding war in Vietnam. At the same time, a considerable amount of discontent with the domestic situation arose. Heading the vanguard of opposition to U. S. policies, at home and abroad, were students. Activism on the campuses of America gained unprecedented attention.

The past several months have seen student uprisings in Prague, Warsaw, Tokyo, Paris, London, Waltham, Chicago, Lima, Rio de Janeiro, Madrid, Rome, Moscow, Rangoon, Delhi, San Fransicso, Stockholm, and scores of other cities around the globe. To be sure, the role of students in politics (extra-parliamentary, extra-legal, or otherwise) has varied from one period in time to another, from one country to another, from one political regime to another, from one university to another, and from one issue to another. Though many parallels may be drawn between separate instances of student unrest, there is little evidence to support the theory that student movements are part of some international conspiracy. Student activism is not endemic to any particular nation, culture, political system, or ideology. Only a charlatan would argue to the contrary.

Though no definitive, simple diagnosis of student union movements is available or possible, there are some valid observations to be made concerning the nature of student activists. Certainly, there is no "archetypical" student activist. Nonetheless, inquiry into the genera, environment, determinants and strategies of activists would be useful.

Kenneth Keniston, a psychologist with the Yale Medical School, has done intensive research into the nature of student activists. He places primary importance on the childhood and intellectual capacities of the activist. It is Keniston's finding that parental relationships; the educational, political, social and economic stations of the parents in their respective environments; and the scholastic achievements of the student in earlier life are precursors of the propensity of the student to turn to activism. He also argues that a new phase of life has emerged, taking its place at the threshold between adolescence and adulthood, and it is during this period that the student is actually catapulted into a life of alienation and activism.

In his case study of the leadership of Vietnam Summer, Keniston finds both the "radical-rebel" hypothesis, which states that the position of today's young radicals reflects a violent rebellion against and hatred of all male, parental and societal authority, and the "red-diaper-baby" hypothesis, a theory which contends that present-day radicals come largely from politically radical families, to be inadequate explanations of activists. He notes that "both of these theories overlook the actual complexity of radicals' development, and both posit either a total break with the past or total acceptance of it, which rarely occurs in human life." Keniston found the leadership of Vietnam Summer to be quite open and willing to discuss, and that the "crucial sustaining force in the radical commitment is probably an underlying sense of acting on one's basic principles."

By and large, the milieu in which the student activist is found, the university, is a microcosm of the community which surrounds him. As the university becomes more complex and diverse, so does the community. Within the framework of both the community and the university are many influences which may determine student political activism. Seymour Lipset identifies seven such influences. One is the family's perspectives, though this varies from one socioeconomic class to another and from one society to another. Another is the "congruence between the characteristic political orientation of different disciplines and the political beliefs of entering students who plan to major in them." A third influence listed by Lipset is the "academic ecology" — that is, the social environment in which a student happens to find himself by virtue of his choice of university or academic field. Minority-majority social status is another influence toward or away from activism. Entrance requirements constitute the fifth of Lipset's influences. The liberating effect of a university is another, and finally, there is the student's need of a replacement for the collectivity he has just left — thus the attractiveness of that form of organized life which offers a high degree of commitment, purpose and intimacy.

Student activists, depending frequently on the sophistication of their particular movement, possess in their arsenal a wide range of strategies. These range from highly passive educational campaigns to direct confrontation, and, within the latter, some tactics which are not designed to achieve change, but rather destruction without replacement — as Arkady sought in Turgenev's *Fathers and Sons*.

The perpetrators of anarchy, those favoring total destruction of the established order, are the militant extremists within the over-all student movement. Louis Halle is of the opinion that these nihilistic students seek violence and destruction as ends within themselves, and that the proponents of violence are not acting, as they pretend, in an attempt to eradicate the injustices of society. Halle has been joined in this analysis by Dr. Bruno Bettelheim, professor of psychiatry at the recently disrupted University of Chicago. Bettelheim has remarked that extreme student activists are motivated because:

> " . . . they hate themselves so much. They are so unable to make a go (of it) in this world, that they feel the only way they can (succeed in) this world is by destroying it — so the cares in the external world will be comparable with the cares in the inner world."
>
> "I think many of these radical students are essentially guilt-ridden individuals. They feel terribly guilty about all the advantages they had. And there's also the guilt of their exemption from the draft, which is a serious guilt. Only again, they cannot bear to live with their guilt. They try to destroy society or certain institutions rather than deal with their own inner guilt, because they had it so good."

Jean-Paul Sartre's thesis, with which Halle concurs, is that the absence of encompassing restrictions and the subsequent widely-based freedoms place a burden on the present generation of students, and one which "accounts for the frantic and incoherent elements in their behavior." Bettelheim senses that the young people who challenge authority are really asking for authority in their lives. Both of these opinions are quite compatible with that of Eric Hoffer — that the true believer is an insecure person trying to lose himself in a mass movement.

Other analysts of student activism argue that the student and youth are simply telling the established order that society is not what the order's illusions have lead it to believe; that there is a critical discrepancy between the order's professed ideals for the world and its action in the world. Richard Flacks, also a member of the University of Chicago's faculty, states that students "are dissatisfied with (the existing) tradition—a tradition which is essentially indifferent to the moral and social crises in the society, if not actually contributing to the moral and social crises."

Several of the above contributors to this discussion believe that the violence and destruction of today prepare the way for a police state and totalitarianism (they frequently make reference to Hitler's Germany and Lenin's Russia). Others, including Flacks and this writer, contend that while some student movements are harbingers of societal disaster, many more are precursors to societal renovation, and that it is impossible to claim that the inevitable outcome of student uprisings will be some form of totalitarianism.

To be remembered in a discussion of this sort is the fact that the majority of student activists remain, for the most part, on the periphery of the movements, entering into activism on a quasi-selective basis depending on the nature and closeness of the issue, the intensity of the confrontation, and the drift of sympathies; the latter occurring usually after the first few rounds of the encounter have already transpired.

Just as the extreme militant represent only a small minority of the total number of student activists, or potential activists, the full complement of activists represent only a minority of the entire student community. Within the United States, the largest campus political organizations are the Young Republicans and the Young Democrats. Their combined total membership is under 250,000. Add to this the 20,000 members of the Young Americans for Freedom, the 7,000 members of the Students for a Democratic Society, and the less than 15,000 members belonging to SNCC, CORE, and a variety of other student political groups, and you arrive at the conclusion that "dues-paying" activists represent less than five per cent of the over six million students on campuses across this nation.

Building on the categories appearing in the widely distributed Clark-Trow model, Richard Peterson has developed a paradigm of college students, and placed them on a continuum of acceptance or rejection of American institutions. What follows is a brief summary of Peterson's model:

> *Vocationalists*. Predominantly from working-class backgrounds, the vocationalist tends to view the college in instrumental terms, only, as he is there to receive training for a specific occupational career.
>
> *Professionalists*. Well-endowed intellectually, the professionalist usually comes from an upper-middle-class

background and views the college experience as a stepping stone to a life of achievement, expertise and *noblesse oblige*. The professionalist usually seeks a graduate degree in law, business or medicine.

Collegiates. The collegiate's commitment is to popularity, play and sex. Collegiates are from the middle class, are prone to the Greek system, and tend to arrange their course work in areas which place relatively few intellectual demands upon them. A common denominator seems to be an orientation toward the extracurriculum, broadly defined.

Ritualists. The distinguishing attribute of the ritualist is his lack of commitment to anything. Possibly of less than average academic talent, the ritualist has usually been swept into college by forces beyond his control — parental prodding, friends, societal pressures, etc. The ritualist is usually from a lower socio-economic strata.

Academics. Possessing a fundamental commitment to scholarly achievement (usually advancing to a Ph.D.), the academic most frequently emerges from a well-educated, middle-class background. Because of the pressure of other commitments, the academic is not an activist; though he might be a sympathizer and possibly a participant in some future, broadly-based movement.

Intellectuals. Whereas the academic pursues knowledge within the confines of a specific academic discipline, the intellectual, as a type, is oriented toward ideas and networks of ideas, irrespective of the curriculum. They tend to come from middle and upper-class families, to be highly individualistic, liberal and aesthetically sensitive.

Left-Activists. The basic commitment of the left-activist is to personal involvement in action directed at reforming some facet of American life. His parents are usually prosperous and liberal in outlook. Highly intelligent, left-activists are distinguished from the intellectuals by a more passionate sense of outrage at perceived hypocrisy, injustice, and wrong-doing, and they have the courage to act.

Hippies. Hippies possess a rather thoroughgoing estrangement from American values and institutions, and are pessimistically apolitical.

Peterson has placed the above eight categories on an acceptance-rejection continuum, with the vocationalists and the professionalists anchoring the conservative (acceptance) end, the ritualists residing in a neutral position, and the left-activists and hippies placed at the radical (rejection) end. The others reside on the continuum in the order that appears above. Students who fall into one of the classifications to the left of the "neutral" position (ritualists) are disproportionately enrolled in the humanities and social sciences; whereas those to the right are disproportionately enrolled in business and science courses.

The student left, which has grown out of an amalgam of shifting civil rights, peace and anti-poverty sentiments and activities has as its ultimate goal the radical reform of American society and the characteristic nature of human roles and relationships on which it rests. The student right, by comparison, directs its protest not so much at the status quo, but rather at what it perceives to be a rising tide of leftist influence on the campus and in the broader society. Frank Pinner categorizes these two opposing groups into those who are "traditional" and those who are "transgressive"; the former designed to prepare the student to occupy a position in society, the latter designed to commit the student to a restructuring of society in order to create new roles and new positions. An ironic point, and one which has gone unnoticed by many, is that both the student rightist and the student leftist seek a greater measure of individual liberty, and both are opposed to big government.

In view of the extremely small percentage of students who possess a propensity toward activism, caution is urged against the tendency, by some, to discount the significance of a small, vocal minority. Whether it be nation-states, governments, or policies of governments, it is one of the facts of political life that all began with minority movements. Few policies or governments, or political systems for that matter, represent the expressed will of the majority. Rather, they represent the efforts of highly articulate and powerful minorities. It has not been too long to forget that Mr. Nixon is a minority President. Has it been so long that we've forgotten that the United States was founded by a minority movement which lacked the blessings of the majority.

Since the end of World War II, American higher education has undergone a remarkable democratization. The ever-burgeoning proportion of the college-age population attending college (this percentage has more than doubled since 1945) has been the prime contributor to this democratization; which is most pointedly expressed in the "open-door" local community or junior college. A second major theme in American higher education is its decentralization and consequent diversity. Today there are some 2,350 institutions of higher education in the United States. Roughly 160 of these are universities (some 90 of which are public), 820 are liberal-arts colleges (approximately 130 are public), 185 teacher's colleges (four-fifths are public), some 60 technical institutions (equally divided between public and private control), some 680 public and private junior and community colleges, 207 church-operated theological schools. The balance is made up of professional and technical schools.

Among the over two thousand institutions of higher education, there exists marked differences in affluence, preparation of faculty, admissions selectivity and other indicators of institutional quality. Almost half of the colleges and universities are not accredited by any official accrediting organization. Because of this diversity and increased factors of mobility, prospective freshmen are often able, in Martin Meyerson's words, to "sort themselves according to their images of themselves and of the colleges to which they apply."

Edmund Williamson and John Cowan have published a study, *The American Student's Freedom of Expression*, in which they outline the degree of expression (on controversial issues) allowed at the various types of higher institutions. Based on responses to questionnaires sent to campus administrators and student officers, Williamson and Cowan conclude that a greater degree of permissiveness prevailed at private universities than at private liberal-arts colleges. Next in the degree of permissiveness of expression were the public universities, followed by the Catholic institutions, public liberal-arts colleges, Protestant institutions, technical institutions, and teacher's colleges, in that order. The national "norm" existed somewhere between the Catholic institutions and the public liberal-arts colleges. Peterson adds that one factor which tends to induce student activism is simply the gross numbers of diverse individuals brought together at one time and place.

While a large number of students today, like the vast majority of their predecessors, remain politically apathetic, there exists on the campus a heretofore unparalleled desire among students to make a difference—to see the policies of this country reflect the fundamental, basic, moral idealism which has always marked America's character. The tactics they employ may be intolerable, but few could demonstrate that they haven't been at least partially effective and successful.

Many of this country's major newspapers devote a separate section to the subject of student activism. Usually appearing under the general title of Campus Disorders or the like, these sections, which appear daily in some newspapers, provide the readership with a state-by-state running commentary of events and developments within the current crises. Given the profile of "box scores" (Students 2, Administration 1), one wonders whether these shouldn't appear in the sports section.

The continuing rise of student revolt on campuses across the country is not only receiving wide-spread publicity, but the mood of the general public is growing increasingly hard-line and bitter. On the horizon is an expanding impatience with student demonstrators, not only among the public, but within the nation's courts, lawmakers, and school officials. A United Nations study, recently made public, reports that the current level of student unrest is only a warning rumble of bigger and bolder protests to be expected in the future. Are we headed toward an irreparable collision between increased student demonstrations and less-patient authorities?

The parameters of this discussion do not permit an in-depth inquiry into the question of dissent. However, before continuing, it is imperative that the right of dissent be realized as both a principle and a tactic. One of the inalienable rights of this society, "the right to dissent derives from the relativistic philosophy of democracy. That philosophy assumes that all members of society, being rational, have equal access to the truth, but none of them has a monopoly of it." A value question which emerges in this context is whether the dissenter can significantly influence the course of policy when he exercises his right of dissent within lawful, constitutional boundaries.

The burden now placed upon the society is the task of searching for and developing a system which will protect the right of dissent, and at the same time maintain those precious fabrics of the societal system which guarantees this cherished right. Not an easy assignment, to be sure. What follows are some suggestions which this writer feels will be of assistance in such an undertaking.

The keynotes of practically every student movement are participation and greater responsibility. These two concepts are merged to some extent in that there can be no responsibilities without participation, and participation implies an assumption of liabilities as well as an assertion of rights. Increasing numbers of young people are disturbed by the shallowness of a technological and technocratic age, impatient with the ordering of domestic and foreign affairs according to the values of an earlier era, and distinctly unwilling to be involved in situations with which they cannot agree. They appear to be groping for meanings and purposes of life beyond the accumulation of material wealth and the pursuit of security, comfort and pleasure. If, at one extreme, young people reject one set of moral precepts, they also seek to right social, economic and political wrongs, to equalize living conditions, outlaw discrimination and to make their countries better, as well as economically healthier.

Where students cannot make their opinions felt through the ballot boxes, they have not hesitated to demonstrate in the streets to air their views and demand a share of the responsibility. This again, apart from the specific issue involved, amounts to an assertion of the right to participate.

Responding to this widely-felt desire for participation and responsibility, this writer would urge 1) the establishment of voting privilieges for 18-year-olds nation-wide, and 2) the abolishment of the present draft system, replacing it with a National Service Corps. The Service Corps would house all volunteer and quasi-volunteer programs (including the military), and it would be administered by a joint federation of the public and private sectors of this society. All youth, at age 18, would be subject to induction into the Corps on a lottery basis, and the choice of the type of service would be that of the inductee.

Central to any discussion of student activism is the role of the university. Below are two radically different opinions as to what the university should be:

> "The proper function of a University in national education is tolerably well understood. At least there is a tolerably general agreement about what a University is not."
>
> "It is not a place of professional education. Universities are not intended to teach the knowledge required to fit men for some special mode of gaining their livelihood. Their object is not to make skillful lawyers, or physicians, or engineers, but capable and cultivated human beings. It is very right that there should be public facilities for the study of professions . . . But these things are no part of what every generation owes to the next, as that on which its civilization and worth will principally depend. They are needed only by a comparative few . . . and even those few do not require them until after their education . . . has been completed. . . . Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you will make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians."

The second view is that:

> "The University . . . once was an integrated community . . . It had a single purpose . . . The conversation was in common."
>
> "This community chose to destroy itself. It became larger. It became heterogeneous. It came to talk in many tongues . . . With the rise of science over the past century, more and bigger laboratories have been required . . . The pressure of population, the explosion of books, the scientific revolution . . . all press for size beyond the limits of the face-to-face and mouth-to-ear community."

> "Knowledge has expanded and expanded, from theology and philosophy and law and medicine and accounting to the whole range of humanities, the social sciences and the sciences and the professions. More knowledge has resulted from and led to more and more research on a larger and larger scale. Research has led to service for government and industry and agriculture . . . all of this is natural. None of it can be reversed . . . Small intellectual communities can exist and serve a purpose, but they run against logic of their times."
>
> "The campus has evolved consistently with society. It has been pulled outward to society and pulled to pieces internally. The campus, consistent with society, has served as a good introduction to society — to bigness, to specialization, to diffusion of interests."
>
> "The University and segments of industry are becoming more and more alike. As the University becomes tied to the world of work, the professor — at least in the natural and some of the social sciences — takes on the characteristics of an entrepreneur . . . The two worlds are merging physically."

The first of the above comments is from John Stuart Mill; the second, from Clark Kerr, former president of the University of California. These two perceptions, at obvious variance with one another, provided the basis for an aggressive dialogue on the nature of the university in the January 1968 issue of *The Center Magazine*. Certainly much of the present student discontent within the universities themselves has its roots in the issues raised in the preceding comments. In Mill's university, students possessed a greater role in the administration of the institution, and they reveled in a more intimate and relevant environment. Kerr's university, one which has maintained pace with the advances of technology and with the ever more dynamic complexities of society, has become to many students a highly impersonal professional factory more readily disposed to research than to teaching. These same students feel that the curriculum, due to negligence and oversight, has not achieved a respectable degree of relevance.

The Committee on The Student in Higher Education has reported that institutions are not creating an environment conducive to assisting the student in his efforts to re-collectivize himself upon arrival at the campus. It charges the universities with dehumanization and indifference, and urges the institutions to become a more "developmental" factor in the students' lives, rather than an inhibiting and impersonal one.

Once the student is a member of the campus community, does the administration consider a product of its own environment so ill-prepared that he or she is incapable of participating in the decision-making process of the institution? The short duration of a student's collegiate experience would naturally place modifications on any decision-making authority, but to withhold such participation only precipitates alienation. Concurrent with the granting of any decision-making authority would be the burden of bearing the responsibility for such decisions.

The malady of having the faculty devote a disproportionate amount of their time and energies to research can only be cured by acquiring a new type of faculty. This new faculty would be composed of "men and women whose primary concern is the facilitation of the learning experiences of students, and helping them derive personal meaning from these experiences . . . their commitment will turn from the kind of professional research they can report in the academic journals to the developmental experience of undergraduates."

At this juncture of the inquiry into the efficacy of the existing institutions, it would be proper to recommend a full review of the curriculum. The inauguration of culture studies is long overdue, and it should not be arrested with the black studies programs. The curriculum should not only be evaluated in terms of its relevance to the contemporary, but also in terms of the inter- and intra-curricular. The whole area of interdisciplinary relationships should be altered in order to achieve horizontal as well as vertical compatibility. Also, the curriculum should be assessed in the terms of its contribution to the personality along with the academic development of the student. Also, before the volunteer era ends in complete disillusionment, colleges and universities should explore ways in which volunteer service can be, through the curriculum preferably, integrated into the educational experience.

The method and organization of instruction is also subject to review and revision. Joseph J. Schwab, in his recently published book, *College Curriculum and Student Protest*, outlines a number of ways in which, through alterations in the methods of instruction, a greater degree of inquiry, articulation, and diversity of interpretation can be achieved in the classroom. Schwab also urges a relaxation of the existing pattern of having students commit themselves to a major so early in their collegiate life, and requests introductory courses which will more satisfactorily expose the student to the nature of that particular discipline. Competition should be reduced, and grades made optional (the pass-fail system). Even at the risk of increased expenditures, auditorium-size classes should be abandoned and replaced with small classes, seminars, and a tutorial system. Also:

> "The whole freshman year should be viewed as an orientation to learning rather than the first year of academic instruction. Freshman orientation should not be one week of adjustment to a college, but a whole year of acculturation to an entirely new and exciting activity — serious and systematic thought — and a year of integrating the pursuit of skill and knowledge with the search for identity and intimacy."

The campus union is a separate, yet integral part of the university. For it to fully realize its stated purpose of providing "student learning and personal development outside the classrooms," it must marshall its resources, energies and wisdom into one concerted effort and address itself to the problems of student alienation, want of participation and relevance, and the dehumanizing influence of giantism in the university. In many respects, the campus union has advanced beyond its fellow components in the university community; this is so particularly in the area of student participation and responsibility.

The student activists and student movements are highly complex, and in most instances, quite local in nature. Each incident of student unrest varies from the others. Though there exists a sharing or example of strategies between the activists on one campus with those on another (or between nations) there is no substantial evidence to conclude that a monolithic conspiracy is involved. There may be similarities in the tactics employed, or even in the agents who act as the carriers of these methods, but the differences in the particular situations causing the grievances far outweigh the similarities. As an example, most student activists in the developing nations are promoting economic liberalism (trade unions, state planning, unemployment), whereas those in the developed nations are more concerned with non-economic liberalism (civil rights, poverty, racism, war). Students throughout the world appear to be concerned with justice, human dignity and freedom. However, these three concepts know no national boundaries and they are not the patented product of any ideology.

One aspect of student activism, which can be identified as being truly international, is that there will be more of it in the future. President Nixon has just determined that the responsibility of dealing with student unrest is that of the university. In this context the following is offered:

> "In this respect the university is no different than the rest of American society, which must face as its most critical problem the question of whether affluence will make possible a richer and fuller human existence or depersonalize human relationships in a great nightmare of mechanized, computerized, standardized living. Industrialism seems to bear within itself a strong strain toward impersonal bigness, even though ample research demonstrates that after a certain point sheer size becomes inefficient and dysfunctional precisely because it dehumanizes. It is not yet clear whether there exists in our republic sufficient will to recreate within the gigantic structures of industrial society smaller substructures and communities where the human spirit can develop its potential as has never been possible before in the history of the human race. Big business, big labor, big government, big military, and big universities must be decentralized if they are to stay alive, for mechanization will, in the long run, destroy the very sources of vitality and creativity on which all human institutions depend for their survival."

A need exists today for more channels of communication through which the student can participate, express his views, and achieve a sense of responsibility for what he sees in the environment surrounding him. Unless this is achieved, unless the present shouting match can be transformed into a constructive dialogue, an undampened cycle of violent confrontation and counter-confrontation will prevail, irrevocably destined to culminate in either chaos or the imposition of a police state.

At the outset of this discussion, I made reference to overnight authorities. I am but a few steps removed from that position, yet what has been presented here has been done so in sincerity and conviction; in the hopes that rhetorical denunciation will give way to reasoned argument and that a participatory environment will be established in perpetuity.

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We, as university union administrators, must be vitally concerned with the prevalent student unrest which appears to have become a world wide student movement with foci in certain American, French and Japanese Universities. In my own country, unrest follows the pattern of mass action established in universities in other countries.

Mass action was once thought of as a spontaneous remedy to resist social ills, and certain theorists have said that revolution in the western world is essential for the ultimate development of human society.

Obviously, it is not limited to the west, and intellectually inspired mass action was evident in Hungary in 1956. In the Polish and East German universities there was also unrest in the same year. Recently there were the Prague incidents, and of course we are aware that student groups form the vanguard of the "cultural" revolution in Red China.

Motivation for unrest and revolt may vary but it is a world movement spread both east and west, its rapid dispersion rate due to the mass communication media available today. The phenomenon of unrest is a major one and University unrest, while only part of it, is a consciously directed part of it.

The history of unrest is part of the history of the development of human society, from the earliest record of social turmoil in ancient Egypt in the third millennium when the Old Kingdom disappeared through to the 5th century B.C. revolts in Greece and Rome which were political, social and economic in character. Livy mentioned a classic example of mass unrest when he described the secession of the Roman Plebs to the Sacred Mountain or the Aventine Hill. As a result of alleged social and political injustices the commoners wished to secede from the aristocrats and walked out to find a new city. The two groups became reconciled by Menenius Agrippa through a story of the body which pointed out that all parts of it form an integrated unit, each with a vital role to play.

This story has validity when considering unrest and dissent today because it indicates that groups embarking upon revolt and violent dissent—for some reason or another—do consider themselves as a unit apart from the society within which they live.

And we could go on.

No one will deny that unrest, civil strife and revolt should be watched because they cause loss of life, injustice, suffering and hardship to a large section of the community in which they occur. Regardless of the intention behind unrest and revolt, there can be no doubt that law is disrupted and order and peace disturbed and no sensible government can tolerate the disintegration of a society and a nation which it has been elected to safeguard. Consequently, the use of judicious firmness would not be amiss. However, at the same time, any group in authority must allow constructive criticism.

Firmness and a permissive outlook are, in essence, mutually exclusive and a balance of the two must be successfully maintained. This is the case in the community as well as in the university.

An attempt to reconcile law and order and individual freedom, in its extremes, may result in unrest, strife and revolt. These differ in volume, not in essence. There is, however, a sharp differentiation in motivation and purpose. A majority usually reacts slowly and requires substantial proof of the worthwhile nature of any concrete action, although it may support unrest or even revolt.

Action groups may be in position to successfully manipulate or influence the mass, yet history has shown us that unrest and revolt have many times promoted improvements in a society. I still believe in the value of reason and common sense and prefer groups to attempt to improve their lot by negotiation - the continuous dialogue that we in universities advocate - argument and proof instead of unrest, demonstration and violence.

The trigger point in a society is never reached without help. This occurs either by deliberate manipulation by groups or individuals wishing to take advantage of a situation or through the action of an involved and interested leadership group. The term spontaneous is misleading. Spontaneity of group action is only a convenient term used when we do not wish to acknowledge the emergence of leadership.

There is no doubt that the spiritual and intellectual aspects of unrest form an important part of the situation in which unrest has its roots. Material influences also affect man's attitude towards man, his society and his nation. These things have an important bearing on man's attitude towards religion, philosophy and ethics.

The resulting interdependence between the material and philosophical must be in balance to achieve a socially undisturbed situation wherein the majority are satisfied by their limitations as well as their freedom. Unrest comes about when this balance is upset.

It is always possible to define when unrest is likely to occur and I discount the spontaneity of any such occurrence. I believe that unrest is unlikely to occur without a small group of individuals acting as leaders or instigators or both. Such individuals must possess sufficient intellect and willingness to act although each of these characteristics is not essential at the same time or in the same person. Nevertheless, they are both likely to occur in a leadership group sharing interests, ideas and background.

A study of leadership groups leads us to our interest in contemporary dissent and unrest and to the part that students play in it. It is unrealistic to divorce student unrest from the general unrest pattern in society. The two are interwoven.

Students are in the forefront of unrest movements but the contention that they are the intellectual leaders is open to doubt. I do not exclude the possibility that certain well publicized students may belong to a leadership structure. All that has been done in California, Paris, Berlin and elsewhere appears to be too well organized to suppose that only a student demagogue is behind it. I am not suggesting that these people are not genuine nor that the part they play is insignificant. What I do say is that an observation of the events indicates a brilliant strategy and an acute knowledge of the student mind and of mass psychology. Therefore we cannot blame unrest and revolt on a student leadership group. Students are simply used by those persons whose aims and interest lie in creating unrest to gain political ends.

Even though I say that students are not the real initiators, they certainly are the first to take up and champion a cause if the cause is presented to them in the right intellectual wrapping and plays on their idealism. In this case the student leader emerges. This is the so called militant leader whom the community and the press often mistake for the true leader. I suggest that usually this person is rather a junior figure, not even conscious of being led by others.

This prompts the question "Why are students prone to be used?" I consider that these are relevant points.

The dissent groups in which we are interested usually contain people between the ages of say 15 - 25 years and this age group has certain inherent characteristics; idealism, impressionability, rashness, the desire for the extreme, emotional unbalance, inexperience, antagonism towards authority of any kind and a desire to show their worth in action.

The concept of the "gap between generations" is not new. The so called gap has always existed but society has become more permissive and has allowed the deterioration of some of the older values.

It is popular to say that the reason for this "gap" is the rapid technological development of the last quarter century, together with the dramatic social development which has taken place in the same time. However, I contend that the development which took place before this twenty-five years was of more immediate and widespread influence on society at large than some of the developments which excite our minds today. During the life of the over 25's, the over 30's, the over 40's we saw the development of the automobile, the aircraft, the incandescent lamp, the microphone, the gramophone, the film, broadcasting, short wave beams, which led to television, X-rays, radium, telephone and mass medicine — all made possible by new discoveries.

Women's suffrage became a reality. Oil and petrol were used for power, professional sport came into its own, mass industrial and agricultural production were accepted as commonplace. We also saw mass destruction and the aftermath of inflation and depression which followed The First World War. We experienced revolution and social upheaval in China in 1912, in Russia in 1917, in Hungary in 1919 and the first nationalist movement in 1922. The first labour government came into power in Britain in 1925.

What during the last twenty-five years can match the impact of these things on society? In the field of destruction we are certainly way ahead, we have the bomb, we have television, we have computers, we are getting close to the moon. For these reasons I reject the "gap" theory between generations and cannot attribute the unrest and the revolt of the young to it.

Another explanation for student participation in general unrest is that students appear to have a great deal of free time to think, talk and to do more about problems concerning them than do other sections of society who have more pressing economic and social responsibilities, such as providing for a family, including provision for the education of the family, and so on. This free time permits students to become activists.

Many students, particularly the children of parents who were brought up under difficult circumstances, are pampered financially and otherwise at home. The aim of the parents is to give their children a better life than they had. This is understandable. However, it often results in a failure to teach young people the necessity of having a degree of appreciation for the affluent situation in which they live. They seem to consider education, ample pocket money, a car and other luxuries as their birthright. This gives them a false set of values.

I think it can also be accepted that this age group is idealistic and that idealism versus the realism of society confronts them with a great conflict. The non-conformists do not notice that in non-conforming they conform to the standards of their age group and education. They reject usage and custom but they reject alternative points of view. Their idealism is to be admired, but then young people have always been idealistic and always been idealistic and conforming.

University dissenters have a high intellectual level. They understand problems, expound them and defend them in debate. However, their intellect usually lacks experience. They quickly grasp and understand a problem but their knowledge of the subsidiary facts and their tendency towards emotionalism, impedes sound judgement. Their intellect makes them conceited and some tend to look down upon the rest of the community including their own parents. Non-recognition of this imaginary superiority by the community also inhibits the student judgement of the social situation. Their claim to superiority rests only on the grounds that they were admitted to a university and managed to pass examinations at a certain level.

This imagined superiority prompts them to believe that they have the right to behave in a way which would not be accepted in any other social situation. The excesses resulting from this can bring about situations in which students who could become the true political, social and intellectual leaders become incendiaries. Even the present permissive society tends to become apprehensive and as a consequence this age group becomes disaffected and turns against society. They do not belong. Because of their intellect, their youth and their inexperience this group has a strong feeling about real and imaginary injustices and limitations in the society.

They are outside the social power structure and do not have ready access to it, and therefore they are prone to consider all authorities as vestiges of an old fashioned system which must be rejected or destroyed. The state, the family and religion create limitations for them and many of them reject all of these. Self-discipline as a substitute for external authority is not considered.

Society itself can be blamed for the antagonism of young people towards authority. Their disaffection as we know it now permits the fragmentation, the undermining and the declining of the traditions on which the society was built.

There is a decline of parental authority. The father is no longer the sole bread winner. Kindergartens are no substitute for the atmosphere of a home. Rapid urbanisation and the consequent social, economic and moral problems which face the individual and family group work towards weakening family ties and parental authority.

The authority of religion is declining. The loss of belief in a higher order and authority is apparent in the age group in which we are interested. It has failed to replace belief with an alternate psychological force capable of keeping the family and society together.

The third authority which is losing its power is the nation or the state; that the organised group of people with the same cultural background and identical long range interests.

Patriotism is old fashioned and is frowned upon and the interests of the individual appear to have a higher precedence than those of the state or nation, even though the activities of the state are carried out with the intention of securing safety and prosperity for the majority.

If these basic sources of authority are rejected by society itself and if a society suffers to have them undermined, young members of a community can hardly be blamed for the lack of example and guidance in showing them how to behave and to act in a constructive and disciplined way. This is a basic reason for unrest amongst the young.

In considering the reasons for student unrest our study would not be complete if we avoided discussion of the part that universities themselves play. They do provide basic reasons for the dissent and unrest of intelligent young people who may become suitable material for outside manipulation.

From the time of Plato and Aristotle the community reprimanded teachers promulgating the idea of free inquiry. We should not be surprised to find teachers at our universities preaching the necessity of free inquiry. It is not surprising therefore that the intellectually acute students are often nonconformists, the University is a seat of learning, of experimentation and of free inquiry. Did the number of students become too great and the basis of admission too wide too suddenly to constitute a danger to society? This question must have an answer reconcilable with our democratic concepts, particularly with the freedom of the individual and with our whole way of life. We do not wish to create a situation prevalent in totalitarian states such as Soviet Russia, China, Franco's Spain. Therefore we should try to find a basic solution to a basic problem: what are the benefits of free inquiry? Does free inquiry has any connection with unrest?

In looking for the answer we must be aware that many academics believe that their task at a university is not only to impart knowledge but also to teach attitudes of mind. These latter often include social and political censure as well as a spirit of revolt against the existing order. This is a danger particularly frequent among young academics who themselves are not far removed in age from those whom they teach, but is repressing this the answer?

It is suggested that academic instruction should continue to pursue and actively teach free inquiry. However, this should not be without an emphasis on the requirement of self restraint and consideration for the view points of others. This seems to be the only way to preserve academic and civil liberties. Without this universities will deteriorate in the eyes of both the community and the government and ultimately suffer the suppression of free inquiry all together.

I suggest that student unrest is inspired and engineered from outside. This is an easy matter for a well organised, ruthless elite or a political pressure group because students are prone to such influence and because the intellectual atmosphere at universities permits the continuous decline of authority.

Where is the remedy? It lies on the one hand in a reformed approach to tertiary teaching and on the other hand in society either prohibiting the decline of values and basic authority or in its creating others of equal force to replace them.

There is substantial freedom in the universities in the western world and yet students often feel that the system has not progressed during the last few centuries. They demand reform not only to preserve free inquiry but also to secure their freedom of participation in university decision-making. This may be a tendency towards a Communiversity with a constant staff - student dialogue. However, this concept includes student participation in a number of fields entirely outside their capability and experience. Matters of discipline, administration, fees and curricula are among these areas.

A constant co-operation between staff and students is essential for the conduct of a successful academic course. Student activists often miss their main chance due to a faulty understanding of the concept of academic freedom. Consequently they sometimes put forward demands at variance with the very concept they wish to uphold. Reform is essential in every organization from time to time and universities are no exception. However, many of the demands that are made cannot be countenanced, particularly the demand for students to have a say in determining the content of academic courses. The next demand would logically be for students to mark their own examination papers.

Governing bodies of universities zealously safeguard academic freedom as the essence of tertiary education although the existence of this freedom may not always be recognized or acknowledged by students. If the student wishes to be free to influence his own curriculum what happens to the freedom of the teaching staff in setting courses?

Even allowing for the brilliant students who may have valuable suggestions to make to their teachers, few would be capable of improving the educational standard of their fellows.

Tertiary education is far too important to permit meddling by the inexperienced, both from inside and outside the university. Therefore academic disciplines should be determined by the expert knowledge of experienced staff and not be subject to majority rule.

There has been a tendency to permit student participation in the selection of staff and this I feel is a denial of academic freedom and the search for truth. This search cannot be fostered by admitting inexperienced apprentices in learning to the determination of the standards themselves.

Student influence on academic staff matters occurs in Mexico but even there the value of the system is questioned. Quality staff are unlikely to subject themselves to such a procedure. It seems obvious that neither the views nor the rule of a majority has any place in the search for truth as Popularity and Truth do not necessarily coincide. An example of this was set last year by the University of Leeds when there was student participation in selection of the vice-chancellor. People studying at a university do not have the necessary qualities for deciding who should fill a position of public trust such as the post of vice-chancellor.

Action such as this can only endanger university autonomy and is likely to prompt governments to take over tertiary educational institutions altogether. This would be an unacceptable solution both for the staff and for the students.

Generally I feel that the public accepts universities as they are but is generally unsympathetic towards the institutions and in fact can be completely hostile to students because of their behaviour and general non-conformism. If students were to participate in university government the overall hostility of the community might easily be transferred to the university as a whole. The danger to tertiary institutions relying on public funds for their operations is obvious.

The attitude of the public towards university graduates and the difficulty of some graduates of some universities in obtaining positions may be a tangible sign of hostility being transferred from students to the university. Therefore when student leaders talk about student participation in the university power structure they tend to endanger the financial support of the institution as well as their own chances of obtaining suitable employment after graduation. Another reason why student influence is likely to have serious effects is the separation of the life of the students from reality by fostering a false level of their importance. They have little hope of matching their status and influence in a reformed university with their junior standing and lack of importance in the outside world after graduation. The psychological impact of this on graduates can be severe. The result will be serious disaffection with society.

I consider that university students should play little part in the government of the university as such. They should, however, be encouraged to have an interest in community affairs and should be active in forming and running their own societies and councils. Student associations, representative councils and to some extent university unions are ideal for this purpose. They should be provided with the means whereby they have an opportunity of working together with their elders in the interest of the university and community as a whole. They should be excluded, however, from participation in power structures which generally are too complex for most of them to grasp until they have served their apprenticeship in community work and shared responsibility of decision making at lower levels.

The establishment of continuous dialogue between students and staff with regard to tuition should have a high priority amongst reforms to be introduced. It is suggested that tertiary teaching should be made more flexible so that individual talents can be fostered more efficiently. This would require a change in attitude rather than method.

Another major aspect of university life requiring reform is in the field of scholarships. I consider that in Australia the available scholarships are insufficient in number and inadequate. Limited assistance is provided and only to a few. Generally the granting of scholarships has little connection with the responsibilities towards a study commitment and none with regard to repayment. Perhaps repayment in certain cases should be obligatory.

In Australian universities the introduction of the semester system appears to be desirable. In addition the availability of full-time courses conducted both during the day and night would be a valuable reform. There should be an increased emphasis on obtaining university teaching staff with teaching qualifications, not only academic and research qualifications.

Plato said that education shall begin with the mind and character. Some contemporary universities appear to neglect this in their teaching and this is the main reason why students become and sometimes remain disaffected and restive, prone to be used by others in obtaining or fostering aims which lie outside the university altogether.

(This paper has been prepared in collaboration with Eugene de Totth, M.A., Secretary of the Union of the Australian National University in Canberra and I am grateful for his assistance, his research, comment and advice. Without this the paper would not have been prepared.)

(no p. 38)

PART TWO: THE UNION AND MINORITIES

Keynote Address

COMMUNIVERSITY AS SEEN BY A BLACK EDUCATOR

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It is both felicitous and interesting to recall that the medieval latin term "universitas" was originally used to denote "community" or "corporation" and, in deference to that meaning, the employment of the term as applied to learning and education required the addition of other words such as "magistrarum et scholarium." It was only about the latter part of the fourteenth century that the use of the term "universitas", by itself, began to have the exclusive meaning of a recognized community of teachers and scholars. Thus, the term "universitas" began to replace yet another medieval term "studium" or "studium generale" which was the original term for a community of teachers or scholars.

Historical evidence suggests that it was also about this time that what has come to be popularly called the "town vs. gown" attitude began to flourish, as witness developments with regard to the origins of such universities as Naples, Florence, Oxford, Cambridge, Prague, Cracow, Vienna, Cologne, Heidelberg, Ofen, Louvain, Leipzig, Rostock, and others which were established on the models of such earlier universities as Salerno, Bologna, Modena, Parsi and Padua. Although the Renaissance, the Reformation, and the Counter-Reformation periods effected some rather fundamental changes in educational concepts and processes, the universities established during these periods—e.g., Basle, Whittenberg, Glasgow, Edinburgh, Aberdeen, St. Andrews, Seville, Strasbourg, Bamburg, Moscow, Innsbruck, Breslau, Copenhagen, and others—did nothing, really, to dispel the notion that the university was and should be a cloistered entity apart from the community.

It is not surprising, therefore, that the earliest settlers, and particularly those from England and Holland, who came to North America brought with them not only the most advanced ideas of the time on the subject of education but also something of this attitude of elitism as regards education. Recognizing that conditions of life in the new world dictated the need for schools and colleges, they quickly set about to establish Harvard, William and Mary, Yale, Princeton, Washington and Lee, the University of Pennsylvania, Columbia, Brown, Rutgers and Dartmouth. These ten schools, all private and founded through religious zeal or philanthropy, constituted the totality of the educational institutions of higher learning when the original thirteen colonies were transformed into a unified nation—and, with no intent to indict or ridicule, these ten schools reflected the elitist educational attitude which had been so prevalent in Europe for a period of about four hundred years.

During the nineteenth century, with the growth of state tax-supported universities, educational institutions of higher learning in the United States began increasingly to be characterized by:

1. Creation and direct support by the state government;
2. Absence of any denominational control;
3. The state's share in the selection of trustees; and
4. Free or nominal tuition to students living within the state.

The passage of the Morrill Act of 1862 (which authorized the creation of land-grant colleges), the Hatch Act of 1887 (which made funds available for the establishment of experiment stations as departments of these colleges), the Second Morrill Act of 1890 (which authorized annual federal grants of $25,000 to these colleges) the Nelson Amendment of the Morrill Act in 1907 and the Bankhead-Jones Act of 1935 (which provided additional federal funds for these colleges), and the Smith-Lever Act of 1914 (which provided for a national scheme of extension teaching in agriculture and home economics), further strengthened the popularization of higher education.

This extension of the college or university to the community was confined to agriculture and home economics, in response to the needs for the increased agricultural production and rural well-being. There can be little doubt about the pertinence and success of this extension as long as our society was largely dependent on agriculture, and as long as large percentages of our population resided in the rural areas of the country. What has happened, however, is that there has been an increasing exodus, going back many years, of Americans away from agriculture as an occupation and rural areas as places of residence. We have become largely an urban population, and increased urban dwelling promises to become an even more characteristic - and, perhaps, more traumatic — feature of American life. For example, in the 212 standard metropolitan areas of this country, the population in central cities increased from 52.4 to 58 million (or by 10.8 per cent) and the population in the metropolitan rings increased from 36.9 to 54.9 million (or by 48.5 per cent) between 1950 and 1960. Thus, whereas only 59 percent of our population lived in these standard metropolitan areas in 1950, more than 63 percent lived in these areas in 1960. By 1970, it is estimated that some 145 million people (or more than two-thirds of the total population) will be living in the 212 standard metropolitan areas. Even more dramatic are the shifts from agricultural to non-agricultural employment, as a result of mechanization, automation and other technological changes which have made it possible for this country to increase agricultural production continuously with increasingly fewer agricultural workers.

The geographical and occupational shifts of our population have not been accompanied by any corresponding changes in collaboration between our communities and our universities. Although the philosophical basis for the relationship between the school and the community goes back at least to John Dewey, and although a number of community schools were organized during the depression of the 1930's, essentially little progress has been made in university-community collaboration. For the most part, what progress had been made is to be found in the rural and, more recently, suburban areas. In urban areas, where the need for such collaboration is greatest, accomplishments are practically nil; and the passive "four walls" school philosophy (in which the responsibility and involvement of the school are limited to the students within the school) still predominates over the active "urban community" school philosophy (in which the responsibility and involvement of the school extend to assisting in making the community a better place in which to live).

The rural-to-urban and the urban-to-suburban shifts in our population, noted earlier, have caused a whole series of problems—problems which, on the basis of available evidence, will get much worse before sufficient societal concern, understanding, ability, will, and resources are combined to find enduring solutions to them. The concentrations of people in the inner cities have intensified already existing problems and have created new ones—e.g. ghettoization, unemployment, heavy welfare loads, delinquency, crime, inadequate and insufficient housing, societal and individual frustrations and tensions, and rebellious violence.

The movement of industry and the more affluent from the inner city to suburbia has decreased the tax base necessary to finance the slum clearance, improved housing, better school programs, increased social services, and other programs so vitally needed in the inner city. Moreover, the shift to suburbia limits the number of people remaining in the inner city who are capable of meaningful citizen participation in programs designed to solve the increased problems of the inner city. Further, the new suburban communities require a diversion of public financial and other resources away from the inner city for housing development, for the construction of superhighways to move suburbanites to their offices and other places of employment in the city, for water and sewage facilities, police and fire protection, and for new schools and hospitals. When all these factors are combined with the fact that state legislatures are dominated by representatives from the rural areas and from suburbia, it is not at all surprising that the problems of the inner city remain and grow steadily worse. The alleviation of the difficulties of the inner city, thus, is increasingly dependent upon the federal government.

The federal government has established a virtual plethora of programs and agencies to cope with the problems of neighborhoods and schools in the inner city, including those in housing, education, welfare, and employment. Each of these programs is a separate service and is organized as such, each has its own bureaucracy and policy-making machinery, and each tends to act independently of the other and of the governments of our cities. The documentation of the ineffectiveness of these programs in terms of reaching target populations and in terms of finding basic and lasting solutions to their manifold problems is voluminous, and I need not engage here in an extensive review of that documentation. Perhaps the most illuminating evidence of how ineffective—and, I might add, irrelevant—many of these programs are is to be found in the congressional record of the annual hearings of the appropriation committees relating to these agencies and programs. More recently, the model cities demonstration program was established for the purpose of coordinating these various federal programs themselves and combining them with state and, particularly, local resources to get the job done. There is little evidence as yet of success in achieving these objectives—and, I fear, the time-honored independence of program planning, design and implementation by the various federal and local government agencies will limit such success for the predictable future. And, so, the problems of the city, and especially the inner city, continue to fester like cancerous sores.

Dr. John A. Hannah, President of Michigan State University, defines a community school as "a school which has concerns beyond the training of literate, 'right-minded', and economically efficient citizens who reflect the values and processes of a particular social, economic, or political setting. In addition to these basic educational tasks, it is directly concerned with improving all aspects of living in the community." This definition, I submit, is particularly applicable to our colleges and universities, because it is in these institutions, to a far greater degree than is true of the elementary and secondary schools, that is congregated the array of interdisciplinary expertise necessary to cope with the problems of the community. Whether the institutions of higher learning will it or not, there are at least two developments, it occurs to me, which tend to force these institutions to redefine their goals and objectives in terms of the communities of which they are a part.

First, whereas many of these institutions were founded in geographical areas at distances from but always convenient to the centers of urbanity—motivated considerably, I suspect by the perpetuation of the "town vs. gown" dichotomy—the cities have grown to such an extent that residential and commercial areas of the cities now surround these institutions. Moreover, urban change and development have been such that many of our colleges and universities are more and more finding themselves in the middle of or adjacent to ghettoes and slums.

Secondly, college and university students today are socially conscious to an extent which is perhaps without precedent or parallel in comparison with previous generations in this country. This feature of the "generation-gap" is particularly appealing and compelling. If I interpret correctly what students—including those at Fisk plus my own four children and their three spouses—are saying, it is not that they resent the standard curricula of our colleges and universities as much as they do the irrelevance of the curricula to their time. It is not their resentment of the traditional "educational" role of our colleges and universities as much as it is their resentment of the resistance of our colleges and universities to accept a "social" role and the involvement in and with the community which such a new role dictates.

I must emphasize that by "involvement in and with the community," I mean much more than the conduct of economic, social, political, cultural and other *research* in the community. For the most part, our communities—and particularly the economically, socially, and culturally deprived communities which most need our assistance—have been researched over and over again. What the people in these communities need—and, I suspect, want—are programs which will help them to lead more meaningful lives, and to be able to participate in the shaping of their own destinies. This means hard, but rewarding work—teaching and improving communications and computation skills as regards the functionally or near-functionally illiterate, correcting dietary patterns, disseminating knowledge about the rudiments of personal and environmental sanitation and hygiene, teaching the basics of household budgeting, assisting the struggling small neighborhood grocer and other businessmen, making the facilities of the college or university available to the community, and taking pains to make sure that the community feels it is welcome to use these facilities, and other efforts to numerous to mention. The college or university will not, of course, be initially welcomed by the community in all instances, because of the aura of mistrust and suspicion which has long existed between them. The initiative, however, lies with the college or university, as does the responsibility for dispelling the mistrust and suspicion. To the extent that our colleges and universities display this initiative and discharge this responsibility, they continue to have "raison d'etre" in the charged and rapidly changing environments of which they are a part.

Perhaps a few specific examples of what our colleges and universities can do to display this initiative and discharge this responsibility are desirable at this point.

First, I should like to make reference to a conference which will be held on my campus the latter part of this week. On March 26-29, representatives from approximately twenty predominantly white and predominantly black colleges and universities in the southern region, Maryland and the District of Columbia will meet with community representatives, officials from all levels of government, representatives of private agencies and foundations, and with students. The purpose of this conference is to stimulate colleges and universities to utilize available resources in solving problems in urban areas. More specific objectives are

(1) To stimulate colleges and universities in urban areas to examine and utilize such resources as are available and applicable to solving certain problems in urban areas;

(2) To have presented by institutions already involved in urban programs, prototype projects in progress and institutional programs planned;

(3) To encourage institutions contiguously situated to work in joint approaches in solving urban problems;

(4) To develop and effect a means of interchange of workable programs and results by establishing an information and support center; and

(5) To develop specific planning methodologies, strategies and designs for coping with urban problems.

The problem areas to be covered by this conference are business development and management, with emphasis on small businesses; community planning, leadership training and educational assistance services; construction and technical services and training programs; legal skills and services, and law enforcement problems; and health services and the training of paraprofessionals. We are hopeful about the outcome of this conference, in terms of meaningful and non-paternalistic involvements in communities and their problems by the colleges and universities who have committed themselves to participation in the conference.

Second, our colleges and universities constitute the elite of our educational system. In many important respects that system is deficient in terms of the current needs of many if not most Americans, and in terms of the entire spectrum of demands of our total population. One of the more serious of these deficiencies, particularly as regards the disadvantaged and deprived elements of our society, is the failure of the system to supply options of all kinds to those who are its consumers, at the highest level the individual can profitably use, whether these options be in the professional, business or technical fields. For example, vocational education tends to be viewed as something apart from and inferior to general education instead of as an equally important part of the total system. Or, to take another example, the educational system tends to operate in such a fashion that the conformist is rewarded and those who dare to question or to disagree are punished. The "land of sheep," which is an almost inevitable consequence of this rigidity and inflexibility, can hardly be expected to cope effectively with the problems of an increasingly complex society. Our colleges and universities are better situated to be the engineers or managers of necessary change than any other element in the system — it remains for our colleges and universities, alone and undoubtedly against great resistance, not only to perceive the educational requirements for meaningful and productive lives in our ever-changing society but also to effect changes in the procedures, substance and spirit of the total educative process.

Third, in view of the fact that urban problems will become steadily more complicated as communities expand into megalopoli, which will increase the premium on people with training and skills to grapple with these problems, there is an urgent necessity for our colleges and universities to reappraise their curricula. The objective of this reappraisal must be curriculum revisions and innovations necessary to achieve maximum relevance to the increasingly complicated problems of the expanding communities. Transportation, pollution, water use, man-power utilization, leisure and recreation, crime control, mental and emotional health, urban renewal and redevelopment, welfare dependency, unemployment, housing, intercultural tensions, the lack of feeling and other problems resulting from population growth and organizational complexity — problems which already or are beginning to become incapable of solution within the framework of conventional approaches and political organizations — will require an order of social planning at least comparable to the emphasis on physical planning during the past ten or twelve years. If the increasing complexity of these problems and of planning to cope with them will require increased technical knowledge on the part of interested private citizens for informed participation in such local problems as schools and police protection — as certainly seems a safe assumption — it can also be assumed that much greater skill and training will be required for intelligent and effective planning and implementation in attempts to solve these problems. Our colleges and universities will be the major source of supply of these skilled and trained minds — there can be no other dependable source in view of the quantity and quality of such minds as will be necessary. While I am fairly confident that the better and more affluent schools will improve and expand their general levels of factual education and will develop innovative techniques for dealing with these problems, I am concerned about the ability and, perhaps, interest of the other schools following in the wake of these better and more affluent schools.

Finally, I should like to underscore what I regard as a particularly new responsibility which our colleges and universities must assume. This responsibility has evolved most rapidly during the past several years as a consequence and part of the black revolution which began during the decade of the fifties, and has continued with increasing momentum during the decade of the sixties. To an increasing extent, black Americans are realizing that they are approaching the flood-tide of their own destiny. This realization is accompanied by a fierce — and, perhaps, sometimes fanatic — determination to control that destiny. This realization and this determination are at the core of the new responsibility for our colleges and universities, whether they be predominantly black or predominantly white. This new responsibility is the preparation of students with empathy and expertise to assist in the creation of institutionalizations necessary for the upward mobility of black people. It is becoming more and more obvious to me that, if this new responsibility is to be successfully discharged, it must be discharged within a black framework — e.g., black studies curricula — while simultaneously not promoting the estrangement or alienation of black people from the total society.

For the community-based problems which confront our colleges and universities today, all the easy solutions have been tried. Only the difficult ones remain — and not the least of the difficulty relates to the fact that we live in a pluralistic society with diverse and often conflicting perspectives, political pressures, and value differences. In facing up to these difficult problems, we must be dedicated to the philosophy that "the difficult we shall do immediately but the impossible will take a little time" or, to use the words of the late senator Robert Kennedy "some people look at things that are and ask why? While others dream of things that should be and ask 'why not?' "

COMMUNIVERSITY AS SEEN BY A BLACK BUSINESSMAN

Ramon Scruggs, Personnel Director - Urban Affairs
American Telephone and Telegraph Company

The theme Communiversity interests me. More important, perhaps, than the adoption of any specific program, is the basic acknowledgement that there are relationships between the college union and its own staff and student leaders, between the union and the university community, between the union and the general community and between the university and the world community. For too long separate sectors of our society have considered themselves to be community entities unto themselves with only peripheral relationships to other sectors. As a result, the members of a university community were thought of as recluses in an ivory tower, disassociated from the societal mainstream—and, needless to say, there was some truth in that thought. In our time though, we are seeing that thought change. No one segment of our society can continue to ignore the others. I suppose the major change has been television, which in its early stages in our initial naivete, we considered our "window on the world", but which now we know does not even afford us the minimal protection from the outside world, but actually allows that world to invade us where we live. We no longer can justify to any degree that what happens "out there" may be of interest, but of no concern to us, because we find those outside realities intruding upon our own lives and decisions. Television has played a significant part in our present confrontations.

Until very recently negroes got the distinct impression from television that:

- Negroes don't have nice homes or good jobs, use toothpaste, get Dodge fever, fly United, glide across the floor on an invisible shield, get Excedrin headaches, or get a friendly loan at the bank.

They also got the impression that:

- All whites live in beautiful homes, wear beautiful clothes, buy new cars and appliances, have all the food they want, all the medical items they need - including pills to ease their tensions and help them sleep - and have unlimited credit or credit cards to buy anything they want.

Negro youngsters got the impression that:

- All white children have fun, pets, and lots of toys, have a mother at home, go to new schools, take vacations, and have no new cavities.

In sharp contrast, most of the negroes they saw on television were on the newscasts. They were either demonstrating, picketing, rioting, being manhandled by police, or are fighting in Vietnam.

Before television negroes knew they were poor, lived in dismal homes, were full of despair and hopelessness—but they didn't realize the extreme contrast between the white and the black world. This is a part of the problem we face.

Today, I would like to discuss with you the most urgent problem of that outside world facing us—the crisis of our cities—its dimensions, how it affects you, what my company has done about it, and what possible steps you could take to help resolve these matters.

"It was the best of times; it was the worst of times. It was the age of wisdom; it was the age of foolishness. It was the season of light; it was the season of darkness. It was the spring of hope; it was the winter of despair. We had everything before us; we had nothing before us. We were all going direct to heaven; we were all going direct the other way."

This statement could have been written by one of our present day philosophers about the environment in which we now live, but many of you in this room will know that it was written by Charles Dickens at the beginning of *A Tale of Two Cities* and describes the society in which he lived.

In a way, Dickens' statement is an apt description of the separate and unequal society in which we Americans find ourselves. About 80% find this the best of times. About 20% know nothing of this and for those Americans it is the worst of times. We have the wisdom to go to the moon; but the foolishness not to be able to live together here. Our technical and scientific development presents a season of light; our relationships a season of darkness. Those of us who enjoy the affluent society control the spring of hope; for others it is always the winter of despair.

I would find it understandable if many of you felt the urban crisis was far removed from you—particularly if you come from tree-lined sprawling campuses nestled away from urban centers in some remote valley.

I, myself, felt quite a detachment from the stifling, vertical slums of New York as I looked out of the plane coming here and saw the sweeping landscape, breathed the different air, and looked down upon the well-spaced, well-kept communities. But, regardless of that feeling of detachment, the urban crisis affects us all. It is not just a New York problem or a Chicago problem or even a Watts problem. It is a problem that is national in scope and local in character—and I thought to myself as my plane came in over Denver, "Hidden down there somewhere is a ghetto, locked in its own life cycle of despair, disillusion, disease and, potential disaster."

I suppose you've asked the question—"What do I mean exactly by a ghetto?" If I don't mean slum tenements, then what are its manifestations?

As an example, let me tell you of a meeting I had in the San Antonio airport with a vice-president of a large, local corporation. We discussed the urban problems, he denying that San Antonio had any urban problems, and when I mentioned minority group unemployment, he answered that anyone in San Antonio who wanted to work, could. This man could say that and believe that it resolved any possible problems. It didn't matter that the sub-unemployment rate in the San Antonio ghetto is over 47%. The problem in his mind was somehow resolved.

Just to point at black people and equate them with the term "urban crisis" would be to indulge in self-deception.The black man may be the focus of concern today because he is the most visible and oppressed of the American poor. He is the American who has been held back the most by prejudice and poverty. It is his revolt which has exploded in our cities but he shares his problems with Mexican-Americans, Indian-Americans, Spanish-Americans, and, in many areas, white-Americans—those Americans who rank lowest on the educational totem pole, that one fifth of our citizens who have been left out of the economic growth and technological progress of this country.

What we need is a new definition of what we mean by ghetto. Once, because of media exposure of the conditions in places such as Harlem and because the mind desires a visual image on which to place a definition, ghetto meant decaying tenements. But if there is one lesson we should have learned from the explosion in the tree-lined, front-lawned streets of Watts, it should be that the ghetto no longer only means squalid buildings. And if we carry that further to the lessons we should have learned from Resurrection City, in which the inhabitants turned a park into a slum, we now mean ghetto to be one of life style—the attitudes that create one's environment.

And if we carry that even further to the anger and the so-called unreasonableness of black groups that usurp "legitimate" institutions of authority in exchange for the meeting of certain demands, we also now mean ghetto to be a determination born out of despair to change this life style, to be responsible for the direction of their own lives by any means possible.

We must learn each other's language. In the spring issue of *Careers Today Magazine*, there is a test for white people prepared by Dick Clark who operates a black talent search agency. I would like to try out several of these on you.

"1. Man, I just seen Joe. . . .talk about rigid; my man's jaws are really tight!
Answer: I have just seen Joseph. He is most angry; indeed, he is in a terrible rage.

"2. Somebody eased into his crib and swung with his vee, all his vines, his sides, even snatched some old roaches he was saving for hard times.
Answer: Parties unknown have broken into his dwelling and have absconded with his television set, all of his clothing, his phonograph recordings . . . why, they even took the stub ends of some used marijuana cigarettes that he had put aside to be used in the event that the substance becomes unavailable in the future.

"3. I mean, he's really in a bind, jake; couldn't even get to his gig today, on account o' he didn't have no bread or no threads.
Answer: Seriously, he is in a most awkward situation. Why, he was unable to go to his place of employment today, as he was without adequate funds and wearing apparel.

"4. On top of that, his old lady is giving him attitude cause it don't look like he gonna be able to take her to the thing at the new place this weekend.
Answer: In addition to his most immediate troubles, the young lady with whom he is engaged in more amorous pursuits is being altogether hostile, unreasonable, and selfishly concerned in her behavior toward him. Her ire is aroused since it seems unlikely that Joseph will be able to escort her to the opening of the new bistro this weekend.

"5. In the black community, an accepted symbol of status-money-cool is ownership of . . .
a. A Honda
b. An English racer
c. A pair of U.S. Keds
d. A pair of Uniroyals
c. A 'Hog' or a 'Deuce-and-a-quarter'."

Whether you pass or flunk this cultural language test you must understand that communication must be established if we are to eliminate the other disparities in our society. How do we stimulate, motivate, teach and even reach people we have purposely ignored for years and driven into a whirlpooling cycle of defeat? We, who are involved with education and business, must find the answers and solutions quickly while we still hopefully have time.

The business community has undertaken many programs around the country and I would like to outline the Bell System's programs to you.

First, though, a few words on our motivation and the firm commitment we have made to do what we can to help solve the problems of cities.

Practically stated, what happens to the cities happens to us. Our people, our facilities, and our customers are concentrated heavily in the cities. The health of our cities plainly will determine the health of our business in the years to come. I'm talking about social as well as economic health.

Then, too, we are resolved to fulfill our role as good corporate citizens because, simply, it is the right thing to do. We must be involved in this gravest internal crisis the country has faced in the past one hundred years, perhaps the gravest ever.

As we looked at our role, we decided that only long-term action programs, focused effectively, would be significant. The range of problems to which we might have applied ourselves is enormous—transportation, police protection, housing, pollution, beautification, employment, education, and so on.

We went through a rather rigorous process of establishing priorities on the basis of urgency of each problem, its economic significance to us, and our special competence to help. Through this process we have chosen to concentrate the main thrust of our efforts in two main areas:

—the improvement of employment opportunity and employability—fields in which our experience provides us a unique competence.

—helping to advance urban public education, a field which has a more critical bearing on the long-term prospects of our cities and on business than any other aspect of the urban crisis.

Helping improve education and improving job opportunities are mutually supporting undertakings. One leads to the other. The two elements have been called the "multipliers" that can lead to alleviation of other related city problems.

We are cooperating fully in the new JOBS program, implemented by the National Alliance of Businessmen. The goal of the NAB is to organize and conduct a campaign in the fifty largest urban areas in the country to solicit firm commitments to hire and train a specific number of hard-core unemployed. This has been increased to some seventy-five cities.

The program typically is focused at the poor citizen of the cities, the person with a history of unemployment, or the ones who are underemployed. All are disadvantaged in some way: educationally, physically handicapped, over forty-five years old—all are victims of historical discrimination. In addition, it embraces a program for Summer Employment of Needy Youths.

While claiming no special educational talents beyond the experience of training hundreds of thousands of our own employees, we recognize big city schooling as a field having more critical bearing on the long-term prospects of our cities than perhaps any other aspect of the urban crisis. It also bears on our own prospects. Of the 1-1/2 to 2 million people we will hire within the next ten years, more than half are now in big city schools.

Our concern for the schools also stems from our economic interest in the operation of public schools. At present tax rates, a half-billion dollars of tax money annually paid by the Bell System to local, state and federal government goes to support public education below the college level.

Unfortunately, too many of the disadvantaged are thwarted by inferior educational opportunities. Some of the reasons given by educators are these—their family environment seldom provides enough encouragement; schools in slum areas are frequently poor; capable teachers are often greatly burdened and many others are either teaching there by default or have surrendered to the belief that disadvantaged children simply lack intelligence; we need more money. Consequently, large numbers of disadvantaged children fall further behind the standard for their grade levels, and many city high schools graduate thousands of young adults each year with the equivalent of a fifth to eighth grade education.

The time grows late to deal with these problems of public education but the Bell System companies are sprouting ideas, and some of them have substantial promise. Many of our programs are broad and have overlapping aims, but our activities are geared to four major objectives:

- To motivate young people to stay in school
- To help students achieve better grades
- To provide orientation to the business world
- To assist school systems in improving the educational process and its effectiveness for inner city children

I imagine that there are a number of you who feel that the concerns of the Bell System are not necessarily parallel to yours. After all, the Bell System, outside of the government, is the largest employer in the country, as well as being the largest taxpayer in the country. There are many of you who probably thought, "We don't have a large investment in the city. We don't hire many people directly from urban secondary schools. What concern is that of ours?"

And you're right—it is no concern of yours—*if* you can answer other questions negatively. If you have never been in any way threatened by the surging ambitions of our ghetto residents; if on your campus there are no black students demanding certain rights which other students have taken for granted; if on your campus there are no young white dissidents protesting the injustices in our social system and the university's role in their continuation; if you feel that you will never in any way—economically, socially, or even personally—be touched by any of these difficulties that are present on many campuses across the country, whether the campus be located in, near, or far from an urban area; and, finally, if you truly believe that our system can be perpetuated without occasionally some people committing themselves to actions, not just because those actions might protect a self-investment, but because those actions just simply might be right—if you can answer all those conditions negatively, then you are correct. It is none of your concern.

But it would seem to me that you would have the greatest concern of all because of your combined interest in the worlds of business and education. What must be overcome though is the tradition of thinking of education as that which extends only to the outer limits of your own campus. Education is the underlying strength of our country and yet education can only be as strong as its weakest link. We cannot spend all of our energies dealing with the problems of higher education, for those problems are generally created before the students have reached that level. When we approach the problems of education, we have to look at the whole of education, each link and, in particular, the festering hotbed of the most severe problems—urban education.

I cannot go into all of the aspects of black student unrest and revolt but I suggest two which I think have validity and which college and university people should have been concerned about twenty-five years ago. This concern should have been shared by the Association of College Unions - International. One is the inclusion of the history of Black Americans in the curriculum at all levels of education. The second demand is for the admission of disadvantaged young people to college. What these young black people are saying is that you didn't care about the quality of their elementary and secondary education and you must now compensate for your lack of concern. I think this Association must share some of the guilt and must now share in meeting the needs of these young people and those who follow them.

Perhaps New York City, with its complex educational problems is too, if I may coin a word, "hypertypical" to be used as a valid example for the entire country, but we have seen many problems of that city spread quickly across the country and manifest themselves in other cities. On March 13, the New York Times quoted one principal as saying that they were on "a terrible toboggan run, the end of whose ride, if unchecked, will sound the death knell of public education in New York City." Some people in New York City agree, but many doubt the same warning could be applied to their cities across the country.

Perhaps they are right—for the moment—but certainly that is no reason to continue to do nothing. There are many areas of urban life that need the concern and aid of all of us, but none so important in both long-term and short-term program as urban education. And whatever aid can be given must not be in the form of band-aids -- programs that momentarily keep the dirt out of the cut, hoping that time will of its own nature cure the patient of his disease -- but programs and aid that will reverse the terminal course of our present urban education. Band-aid solutions will no longer suffice, though I feel that generally those who have the ability to effect change still think in those terms.

My feeling about this matter is based on an experience I would like to share with you which I had with a group of people in Newark. After the revolt there, a Committee of the Concerned, chaired by a vice president of a university, was established. On Tuesday, after the revolt had quieted, a meeting was called of the economic decision-makers in the city. I was invited to that meeting. Present were about twenty men who were either presidents or vice presidents of the largest corporations. Also present were a negro physician, a negro attorney and myself. After about an hour's discussion, in which I took no part, the chairman asked if I would make some comments. These were essentially the comments I made:

"None of you gentlemen know me nor do I know you with the exception of the vice president of New Jersey Bell Telephone Company. I am going to take the risk of making you angry but I must take this risk because the challenges we face are too urgent for me to deal in either deceptions or evasions. I am rather amazed that you men would sit here puzzled about what happened in Newark and I have about three comments to make.

"First, unless you take the responsibility of your predecessors in your businesses for contributing twenty-five years ago to the violence which we have experienced this past week, you are going to do nothing about it. When these people came to Newark some twenty-five to thirty years ago, they came with new hopes and aspirations and not a one of your businesses would employ them. How then did you expect them to have decent homes, educate their children and feel they are a part of Newark?

"Secondly, I would like to suggest to you that getting in your pulpits to talk about law and order would be a futile gesture because you never acted to see that law and order applied to these people so they will not understand what you are talking about.

"And lastly, there would be no point in your asking Dr. X or Attorney Y or myself what we are going to do about all of this because we are not going to do anything and I will tell you why. You are the economic decision-makers in this city and you have never given us any commitments which we can take to this black community and make it meaningful to the people there."

And what I said to them that night was, in essence, no different from what the Kerner report later said to the nation: "What white Americans have never fully understood—but what the Negro can never forget—is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it."

I suspect that we were even invited to that meeting with the hope that somehow we had the power to go back to the Black Community and tell the people to stop being angry, to stop rioting, to change. Somehow what has been forgotten is that the black man *wants* change. He wants his life to change. He himself doesn't have to change. The Kerner report made it quite clear that the white American is the one who has to change.

I know that when this charge is presented to most whites, their automatic response is to say that they didn't bring the present conditions about, that they can't be blamed for what their forefathers did, that they aren't maintaining those institutions, and that they won't accept the guilt for creating racism. I'm not trying to place the guilt on them for the establishment of these institutions. They're right. That is not their guilt. But, now knowing the effect of these institutions, now being aware of the injustices and now knowing that change must be implemented, then they must accept guilt if they don't act to change these institutions. It should be quite clear from our lessons of history that when one knows that he is a part of injustice and inequity he is just as guilty of participation from omission as commission and history will so judge him.

All right, then, you might say—acknowledging all this and my own responsibility in bringing about change, what realistically can I do about it? Actually, you could do a great deal. Most of you are managers, and the basic science of management is planning for the future and making it happen. It would be presumptuous of me to suggest concrete programs for they would vary from community to community, but perhaps, as a start, you could do what the Bell System did—see what the most pressing needs of the community are and establish community assistance priorities on the basis of the urgency of each problem, its economic and social significance to you, and your own special competence to help.

If you accept the premise that the role of the university no longer ceases at the outer limits of the campus grounds, and that the university should become meaningfully involved in the larger community, then you should accept the proposition that there are many programs and services of the union right now that could be applied to the broader community. Your programs for the social and cultural life of the community could be extended to include non-campus residents; your outdoor programs would introduce an element into the lives of ghetto youngsters previously unknown; your courses in institutional management, student counseling and group leadership could include badly-needed tutoring sessions for ghetto residents of all ages; and your role as the "town hall" of the campus could also allow you the opportunity to serve as the "town hall" for the entire community. I am sure there are many more if you analyze and plan ahead to meet total community needs. It is in the area of creating innovative programs that those unions in small towns, or ones geographically far removed from the urban environment, might be of the greatest assistance. If innovative programs concerning community involvement were established in Middlebury, Vermont or Amherst, Massachusetts or Palo Alto, California, they could serve as models or pilot programs for greater community involvement in Ann Arbor or Chicago or Milwaukee or New York or any urban area.

Frequently, when I broach the subject of initiating community programs to businesses that traditionally have never thought that they have a direct economic stake, I sometimes encounter a reaction I first heard after I made a speech to a financial executives' meeting in a New England city. These men were all treasurers and comptrollers of their corporations. After my talk we had a discussion session. One of the men rose and very emotionally pointed his finger at me and said, "But you're talking about reverse discrimination." At this point I am sure I was supposed to run for cover and become defensive.

"You're quite right—that's what I'm talking about. You don't think that America can have exploited black people for several hundred years and then pay no price for correcting the effects of the profitable exploitation, do you?

Unfortunately action does involve a price, but the cost of not correcting this exploitation is such that we can not afford not to undertake them. As businessmen, we all deal with options and alternatives. As citizens we have run out of alternatives.

Gordon Parks, famed black photographer and poet, writes quite beautiful poetry about the human experience and occasionally writes a poem that captures much of the purely black experience in this country—its history, anger and perspective. I leave you with this:

"What I want, what I am, what you force me to be is what YOU are. For I am you, staring back from a mirror of poverty and despair, of revolt and freedom. Look at me and know that to destroy me is to destroy yourself. You are weary of long hot summers. I am tired of the long hungered winters. We are not so far apart as it might seem. There is something about both of us that goes deeper than blood or black and white. It is our common search for a better life, a better world. I march now over the same ground you once marched. I fight for the same things you still fight for. My children's needs are the same as your children's. I too am America. America is me. It gave me the only life I know—so I must share in its survival. Look at me. Listen to me. Try to understand my struggle against your racism. There is yet a chance for us to live in peace beneath these restless skies."

BLACK ECONOMICS

Flournoy Coles, Professor of Economics
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A consideration of black economics must start with the black man's past in this country — a past permeated with an all-encompassing fear, fear by day and especially by night — a past of doubt about his own worthiness since everyone around him hated him so intensely — a past in which he was continually and constantly forced to snatch his manhood and his identity out of the fire of human cruelty which raged to destroy them — a past which bred hatred so deep in him that it often turned him against his own, and made joy, love, and trust impossible — a past of endless struggle to achieve and reveal and confirm human identity, human dignity, and human authority — a past of frustration, hopelessness, defeat, humiliation, and death by the rope or worse.

He has been systematically humiliated and rejected — economically, socially, politically, psychologically and culturally — for almost 400 years by our society. So effective have this humiliation and rejection been that, until fairly recently, it was an almost innate characteristic of the black American to look at himself through the eyes of white America, and to conclude that his special racial and cultural characteristics were a source of dishonor and shame. Singly and collectively, he has been alienated from his history, from his culture, from his potential, and from himself. The result has been an endless search for identity and status, based on an affirmation of this humanity and dignity, according to white criteria, by white Americans. In short, the black man, by and large, attempted to become a white man in a black skin!

This conditioning has been aided and abetted by a hypocritical and deceitful educational system which denies to him his true place in history — a hypocritical and deceitful educational system which has also kept the white majority ignorant of the contributions of black people, I might add. Thus, it is little known that as early as the third decade of the sixteenth century, black servants and slaves of Narvaez, Coronado, de Ayllon, De Soto and other Spanish explorers rendered valuable assistance in the early exploration and settlement of what is now the United States. For example, negroes were among the settlers of the Spanish colony of Chicora, now the coast of South Carolina, in 1526; negro slaves were employed by de Ayllon in an abortive attempt to found a settlement on the present site of Jamestown, Virginia, also in 1526; the negro Estevan (Spanish for Stephen), referred to by some historians as the discoverer of what is now Arizona, assisted Narvaez in his exploration of the North American mainland from 1528 until his death in 1539; African slaves accompanied the expedition of DeSoto to Florida in 1539; and black slaves were settled at St. Augustine, Florida, by Pedro Menendez in 1565. Moreover, the ship that landed with the seventeen black male and three black female indentured servants at Point Comfort, Virginia, on August 20, 1619, arrived a year before the Mayflower came to Plymouth, Massachusetts. Thus, the blood and sweat of blacks were making a contribution to the eventual development of this country a year before the first seeds of civil and religious liberty were brought to America.

Recently, the black man's search for identity and status, for humanity and dignity, alone and in concert, began to undergo some very fundamental changes. Recently, as a result of centuries of surviving the absolute worst that life can offer, fear for whatever else life had to offer began to lose its control over him. Recent attempts of the black American to provide meaningful and satisfactory answers to such basic questions as "Who am I?" "Where am I going?", and "How am I going to get there?" are now heavily undergirded by an increasing knowledge and conciousness of himself and his heritage — of the contribution which his ancestors have made to history, in this country and elsewhere — and of his individual and collective potential. He is becoming increasingly aware that this country could not have achieved the greatness it has without the contributions of black people like Isiah T. Montgomery, Charles Banks, W. W. Brown, John Brown, Crispus Attucks, Prince Whipple, Oliver Cromwell, Prince Hall, Harriet Tubman, Nat Turner, Peter Salem, Sojourner Truth, Martin Delaney, Gabriel and Jack Bowler, Frederick Douglass, Booker T. Washington, John W. Menard, Marcus Garvey, Pinckney Pinchback, Paul Cuffe, Denmark Vesey, Frances Ellen Watking, John M. Langston, Robert Purvis, Benjamin Banneker, Granville T. Woods, Jean Du Sable, Jon E. Matzeliger, George Washington Carver, Daniel Hale Williams, Percy Julian, Charles Drew, Edward L. Harris, Luther Prince, Phyllis Wheatley, W.E.B. Du Bois, Ralph Bunche, Martin Luther King and countless others in every field of human endeavor.

The increasing knowledge of self by blacks is producing both predictable and unpredictable results. Not the least of these is the power of a still emerging ideology or philosophy, with its various slogans, to divide the black community, and to supplant the now demythologized Black Sex as a thing of terror within the white community. Despite divisions of opinion within the black community, and this needs to be clearly understood by the white majority, there is a concensus within that community. This is that *that which matters to black people, viewed from the vantage point of black people, and based on criteria established by black people, has become important to black people.* I feel certain that many of you will recall the special issue of Look Magazine of January 6, 1968, on "The Blacks and The Whites". In that issue, among other statements by Roy Harris, the arch-segregationist publisher of the Augusta, Georgia *Courier* is the assertion that "the highest ambition of every Negro is to be white." I can assure you that this is the quintessence of patent ignorance! I can assure you, further, that the continuous humiliation and rejection of the black man has made him find beauty and purpose in that of which he was once ashamed, and to find unprecedented inner strength thereby. Not only has the black American made the transition from Louis Armstrong's "What did I do to be so black and blue" to Ronald Fair's "God, it must be terrible not to be born black in this day and age," but he has become free — free even from the fear of death! The black version of "I am free, white and twenty-one" had become "I am black, proud, and determined to become completely free". During the past Christmas holidays, for example, I was in a group of people when a mother asked her four-year-old daughter what she was. With a snap of her fingers, the lass replied "I am black and proud of it!" I should add that both mother and daughter were fair enough to pass for white, both had blue eyes, and the child was a platinum blond while the mother was auburn-haired.

The individual and collective introspection of today's black Americans — very appropriately called Black Consciousness or Black Awareness — constitutes the very essence of the current Black Movement in the United States. This is a revolutionary rather than an evolutionary movement, in the sense that it is directed against the whole sordid and degrading past of the black man in America, and in the sense that it seeks to do away with the humiliating continuities which have characterized relationships between the races since the first slave ship disgorged its cargo on this country's shores.

If these essential facts are not appreciated, it is utterly impossible even to begin to understand the Black Movement. If these essential facts of the Black Movement are not understood and appreciated by those who assume responsibility for formulating and implementing programs designed to improve the lot of the black man in the United States, these programs will continue to fail. If there is not a better understanding and appreciation of the justifiable objectives of the current Black Movement on the part of those of you who invited me here, you will not only fail to understand the real meaning of what I shall have to say, but you will have wasted your time and mine plus the money you spent to get me here.

Perhaps I should apologize for the lengthy prefatory statement. I think it was necessary. If, however, there are those of you who feel differently, an apology not for what I've said but for the length of time it took me to say it, does not offend my sense of dignity.

Whenever I am asked to talk about the economic plight of black people in the United States, I am reminded of a version of the story of Moses leading the Israelites out of captivity in Egypt which I heard some time ago. It seems this lad came home from Sunday School one day, and his mother asked him what he had learned. He followed the biblical line of the story until he had the Israelites at the shores of the Red Sea. Then he said, Moses, looking back and seeing the Egyptians in pursuit, pulled out his walkie-talkie, called the U.S. Corps of Engineers, and asked them to construct a pontoon bridge across the river. After his people crossed over, Moses looked back and saw the Egyptians also coming across on the bridge. He again pulled out his walkie-talkie and called the U.S. Air Force to send two jet bombers to destroy the bridge, and this was done. His mother was shocked, of course, and asked him if this were the way he was told the story. He said, "No, but if I told you like it was you would not believe me." Perhaps, to some of you, the statistics on the economic status of American blacks are equally incredible. If so, this incredibility is understandable because you have not crossed the railroad tracks, you have not looked on the other side of the superhighways as they snake their way through urban areas creating two distict societies, you have not seen the urban ghettos, you have not visited the most backward and underdeveloped rural areas imaginable; you have not studied the statistics—or, if you have done all these, you are still incapable of knowing what it means to be both poor and black.

The median income of black families in 1966, the highest until that time, was just a bit more than half that for white families. Black families with an annual income of $7,000 and above were 28% of all black families, while 55% of all white families had incomes at or above this level. At the other extreme, more than one out of three black families had incomes of less than $3,000, as compared with about one out of eight white families. Ten percent of the black families in 1966 had no members earning income, as compared with 8% of white families; on the other hand, *it was necessary for three or more members in 17% of black families to work to approximate the* *earnings of 43% of the white families in which there was only one person earning an income.* Another way to look at the disparity in incomes between black and white Americans is in terms of the time-gap. In 1964, for example, the black family with income had a medium annual income of $3,839—or 56 percent that of white families with income. White families had reached an annual median income level of $3,800 back in 1951. There is, however, more than a thirteen-year lag if corrections are made for prices changes or if income in dollars is compared on the basis of 1964 purchasing power; with such adjustments, the median income of white families with income in 1947 exceeded by some 10-15% that of black families in 1964.

Using the definition of poverty adopted by the Social Security Administration—i.e., income of less than $3,300 a year for a non-farm family of four with two children—more than three out of ten black families are in poverty, as compared with one out of ten white families. It is not surprising, therefore, that 14% of black Americans received some type of welfare assistance in 1966, as compared with only 3% of whites. (I should note here that percentages can be misleading, as you know: there were *3.2 million blacks* receiving welfare assistance, as compared with *4.5 million whites*).

Dr. Lowell Galloway, Professor of Economics at Ohio University, has projected poverty rates for 1970 and 1980 for white and non-white families. These projections are based on two assumptions regarding growth of median family income and unemployment rates. First, if growth in median income occurs at the same rate as during the period 1947-56, and if the unemployment rate is 4%, the percentage of non-white families in poverty will be between 30.6% and 32.9% in 1970 (as compared with between 10.8% and 12.0% of white families); in 1980, the percentage of non-white families in poverty will be between 18.8% and 23.8% (as compared with between 6.7% and 9.0% of white families). Second, if growth in median income occurs at the same rate as during the period 1957-63, and if the unemployment rate is 6%, the percentage of non-white families in poverty in 1970 will be between 32.8% and 34.8% (as compared with between 11.6% and 9.0% of white families); in 1980, the percentage of non-white families in poverty will be between 21.4% and 25.5% (as compared with between 6.7% and 9.0% of white families). Thus, under either set of assumptions, Galloway estimates that the percentage of non-white families in poverty in 1970 and 1980 will be between 3 and 4 times that of white families. It should be emphasized that these projections for non-whites include ethnic groups whose income levels tend to be higher than that for blacks—and, consequently, they tend to underestimate the differences between the black population and the total population, on the one hand, and between the black population and the white population, in the other.

These projections, as well as experience data, can be regarded as something of a test of the so-called *backwash* thesis. According to this thesis, some disadvantaged groups benefit to a far less extent from economic growth and development than does the rest of society. In view of the fact that, in both the data and the projections, the non-white poverty rate appears to be less sensitive to changes in median income, and roughly twice as sensitive to changes in unemployment rates, as compared with the white poverty rate, the suggestion is very strong that the backwash thesis has greater validity than many economists are willing to accord it.

Assuming the validity of the thesis for black Americans, it becomes necessary to delineate those factors which tend to retard the economic advancement of this group at a time when the rest of society is experiencing economic gains. These retarding factors are familiar and interrelated -- they include discrimination (in employment, education and housing), lack of occupational skills and work experiences, poor and dilapidated housing and neighborhoods, weak family structures, ill health, and weak or non-existent motivations. The interrelationship between these factors and poverty—*i.e.*, the "vicious cycle of locked-in poverty"—has occasioned considerable thinking among academicians and others about the best means of interrupting the self-perpetuating nature of hard-core black poverty which appears to be beyond the reach of and immune to national economic trends.

During the early months of 1968, the United States Commission on Civil Rights asked Dr. Eli Ginsberg, Director of the Conservation of Human Resources Project at Columbia University, and his associate, Dr. Dale L. Hiestand, to evaluate the social and economic factors which help and hinder economic progress by ethnic minorities—and, more specifically, the black minority—in this country. In complying with this request, these professors dealt with the dimensions of socio-economic mobility, noting (1) the relationships between opportunity, income, and other aspects of American socio-economic life, and (2) the changes required if the black minority is to become more upwardly mobile and if it is to have access to a greater share of the economic benefits of this country. The result of their efforts was published by the Commission in June, 1968, as Clearinghouse Publication No. 11, entitled ***Mobility in the Negro Community - Guidelines for Research on Social and Economic Progress.***

In outlining a body of information and knowledge needed to translate a policy of equality into practices that result in higher income and improved status for blacks, the authors delineated four critical factors which influence the rate at which blacks will be upwardly mobile. These factors—interdependent and mutually reinforcing in nature—are Education, Employment, Income and Standard of Living.

In this delineation, it is noted that the number of black Americans employed in the professional, technical, managerial, official, proprietary, clerical, sales and kindred occupations, as a percentage of all blacks employed, in 1966, was not only less than the percentage of all white workers so employed in 1966, but it was also less than the percentage of whites so employed in 1940. In other words, blacks in 1966 had still not caught up to the status whites had achieved, employment-wise, twenty-six years earlier.

In 1966, 71% of the employed black males were employed in the low-paid unskilled or semi-skilled jobs, as compared with 39% of white males. Black females employed in these categories were 76% of all employed black females, as compared with 39% of white families. Although blacks accounted for 11% of the total employment, we accounted for almost insignificant percentages in such relatively high-paying and economically secure occupations as managers, officials, salesmen, and foremen.

Except for the age-group 18 to 24, black males are less likely to be in the labor force than are white males; the fact that a larger percentage of black males 18 to 24 *are* participants in the labor force, when they should be in school preparing themselves to meet the increasingly complex demands of today's and tomorrow's jobs, is hardly comforting. Underlining her relatively greater role as an earner of income than her white counterpart, the white female, 20 years and over, is more likely to be in the labor force than is her white sister.

About 6.5% of the black men of prime working age (i.e., 25 to 54) are neither working nor looking for work, as compared with 3% of white men in the corresponding age group. A prevalent myth among many whites is that the black male does not work or look for work because he is lazy. I do not deny that there are lazy black males—as there are lazy white males. The Bureau of Labor Statistics recently published a series of reports on the reasons for non-participation in the labor force. According to these reports, black males have a lower labor-force participation rate than white males because they have lesser education, skills and training; because employment opportunities open to them are more likely to be characterized by the paradox of full employment and poverty earnings; because there is a greater concentration of black employment in the menial and demeaning jobs; because black males are forced to change jobs more often; and because black males have higher disability rates than whites, despite the fact that employment opportunities for black males are more likely to be found in jobs which require full physical capabilities. Is there any in this audience who would question the relationship between these "becauses" and the past and present discrimination against the black American in the matters of employment, and in the matter of educational and other opportunities. In short, I am suggesting that there is a set of economic, social, psychological and cultural forces which tends to squeeze black males out of the participating labor force. These forces tend also to discourage many black males from getting an education, particularly when they know that black males with a college education have a median annual income of $1,140 less than that for white males with a high school education, and that they have an income of $3,095 less than that for white males with a college education. The combination of these factors result in many black males being rejected on at least two counts—blackness *and* lack of education.

Many of the young black rejectees, if they are able to pass the tests, have looked to military service as a means of escaping the oppressiveness of poverty and the ghetto. There are, apart from the draft, three main motivations for this – i.e., (1) the persistent hope that if they prove to be good soldiers, this country will be grateful and treat them better if and when they return from battle, (2) they see the military service as a means of acquiring marketable education and skills, and/or (3) they regard the military uniform as a symbol of dignity that has always been denied them by society. On all three counts, they have experienced and continue to experience bitter disappointment and soul-searing disillusion.

What can they look forward to while in today's military service which, boastfully, is fully integrated and more progressive racially than at any time in our history? Pentagon figures at the end of 1968 showed more than 300,000 black officers and enlisted men, or 8.9% of the total active duty force. But of all officers in the Army, Navy, Air Force and Marine Corps, only 8,335, or 2.1%, were black. The Army had the largest black officer total with 5,471, or 3.4%, leaving 2,864 spread out among the other three services. These statistics were released by the Pentagon in connection with its proud announcement on January 3, 1969, that it was increasing the number of black colonels in the Army by 100% to fifty-four. In this country's long history, only two black officers have ever reached the rank of general in the Army and only one in the Air Force—and all three of these are still living, with two of them still on active duty.

In education, generally considered the key to economic well-being in our society, the enrollment in school for non-whites is less, percentage-wise, in all age groups than it is for whites, except for the 6-15 age level, where they are equal at 99%. Although the so-called school "drop-out" rate (which is more aptly described as a "push-out" rate) has decreased fairly sharply for the 16 and 17 year olds among both whites and non-whites, only 83% of these non-white young people are in school, as compared with 89% of whites. At the extreme ends of the normal school-age enrollment, 2/3 of non-whites are enrolled in kindergarten or other pre-school education, as compared with 3/4 of whites; in the 18-24 age group, where the enrollment gap has widened during the 1960's, about one out of four non-whites is enrolled in school, as compared with about one out of three whites. Among non-white males, 53% have completed high school, as compared with 73% of whites; 49% of non-white females have completed high school, as compared with 74% of white females. Seven percent of black males have had four years or more of college, as compared with 19% of white males; 6% of black females so qualify, as compared with 10% of white females.

Before leaving the subject of education, I feel I should say something about education in the predominantly black colleges and universities. Much has been said about the quality of so-called black education, and most of what has been said is not complimentary. The predominantly black institutions of higher learning, which are supported by the various states, are concentrated in southern or border states, and these states rank among the poorest and most economically backward in our country. Thus, coupled with a very apparent determination to provide the type of education for black Americans which would assure a lowly economic and social status for life, these states just have not had, nor do they now have, the financial resources necessary to provide quality education to both blacks and whites in separate institutions. The private predominantly black institutions were created largely by black and white churches or religious organizations, and have received subsequent financing largely from these sources, from foundations, and from northern white philanthropists. This, at best, has been precarious financing and not most conducive to attracting and keeping quality teaching personnel. The combined budgets of the thirty-three colleges supported by the United Negro College Fund is less than the budget of a single predominantly white state university in this nation. Despite the admitted shortcomings of the predominantly black colleges and universities, I make two observations—i.e., (1) most of the black doctors, lawyers, educators, ministers, public officials, and other educationally prepared individuals extant today have matriculated at these institutions, and (2) about three out of five black youths currently enrolled in institutions of higher learning are to be found in these institutions.

I have discussed income, employment and education. What about consumption and standards of living? This is where the system really operates against black Americans. I should like to preface this part of my remarks with three general observations.

First, one of the cruelest hoaxes in the United States today is the apparent belief, among a very significant proportion of the majority society, that it takes less for black Americans than it does for white Americans to eat, to dress, to have shelter, to raise families, to educate children, to partake in leisure-time activities, and to have and do all the other things which are accepted as normal and standard in the American way of life. Therefore, for many whites, it is proper to be less concerned about whether the black American is employed or employable, to pay black Americans less than that paid to white Americans for the same work, and to charge black Americans more than is charged white Americans for the same goods and services.

Second, because the incidence of low incomes is so great in our ethnic group, there is less opportunity to base our self-respect, and the respect granted to us by others, on occupational, educational or other accomplishments. This poverty of opportunity tends to result in conpensatory consumption which makes us fairly easy targets for unethical and illegal merchandising practices, encompassing low-quality goods and services, the "number" system of price markups on commodities, multi-pricing policies, and the high cost of so-called "easy" credit. According to Cloward and Oklin, in their book entitled ***Delinquency and Opportunity***, published in 1960, this victimization is further compounded by the fact that blacks are affected more than whites by highways, urban renewal and other public works programs, with resultant high turnovers in population, weakened local social organizations, a breakdown in social norms, and a loosening of social constraints.

Third, despite the statistics which document the basically deplorable economic conditions of the black American — and which reflect his limited economic power and contribution capability as a producer, entrepreneur, and saver-investor in our society — the black man in America today constitutes an annual market estimated at approximately $35 billion. Thus, the black man in America does have some significance as a consumer — a significance which the President's Council of Economic Advisors, in its report of January, 1965, estimated would be $20 billion greater in the absence of employment discrimination and poorer educational opportunities. Although black men and women have been the object of discrimination, scorn, debasement and humiliation in this country for centuries, the money of black men and women has enjoyed the same status as the money of whites. The point I wish to stress here is that, although the white majority severely limits, in direct and indirect ways, the amount of income blacks have and the manner by which this income is earned, there is no hesitation in going to whatever lengths are necessary to attract away whatever income is earned. It is no wonder that the prime targets in urban riots over the past three or four years have been white-owned businesses in black ghettoes, which, through their shoddy and costly merchandise and services, have tended to impoverish even more an already impoverished minority.

The black man in the United States has become, to an increasing extent, an urban dweller. This is a fairly recent phenomenon. Forced to leave the rural areas, and particularly the rural areas of the south, in search of adequate and equitable education, employment, and "just plain living" opportunities, the black American has migrated to the urban areas, and particularly to the urban areas of the north, east and west. An important cause of this migration, in addition to the search for relief from constant and oppressive discrimination, segregation and humiliation, of course, is the expanding displacement of manpower by mechanization and automation. Because of deprived educational and training backgrounds, and other sociological and psychological factors, blacks find more difficulty in qualifying for the employment — and, consequently, are less able to afford to get the housing, education, and other requisites — necessary for coping with the new urban environment in which he finds himself. Moreover, he finds little or nothing in the way of programs or agencies which will ease the problems of migrating from rural to urban areas — neither in the area from which or the area to which he migrates. The result is frustration — a frustration which manifests itself in various anti-social fashions.

The rural-to-urban migration has resulted in the core of the cities being deserted to blacks as whites move out to the suburbs. It is an observable fact that, as neighborhoods change from white to black, other more fundamental patterns of the old neighborhood are altered. One of the fundamental changes is that local independent merchants are dislocated — often by choice — and despicable merchandising policies and practices, characterized by high-pressure salesmen, easy credit, inferior merchandise and greatly increased prices, is encouraged. In his book ***The Poor Pay More***, Dr. David Caplovitz documents what actually happened in three transition neighborhoods in New York City, being populated to an increasing extent by Negroes from the south and by Puerto Ricans — a documentation which has been or could be duplicated in scores of urban areas across the country. Motivated by a need for the basic necessities; faced with rising standards and cost of living; goaded on by a desire to compensate for blocked social mobility; encouraged by the ease of installment buying and other forms of credit; handicapped by a lack of training and education which would make them effective consumers in a bureaucratic society; largely unfamiliar with the urban culture; and locked into their ghettoes by the absence of time, funds and/or knowledge necessary to utilize whatever type and degree of public transportation is available, the black urban slum dweller becomes an easy prey for unscrupulous and unethical merchants. Mark-ups of 100% or more on low-quality goods, reconditioned furniture and appliances sold as new, excessively adverse credit terms, and other examples of customer exploitation are the usual means of doing business in these areas. Under such a combination of circumstances, repossessions, garnishments, property attachments, and bad or non-existent credit ratings become an increasingly expected and accepted part of life. In the preface of the June, 1968 second printing of his book, for example, Dr. Caplovitz notes that in Chicago the number of garnishments against wages in black ghetto areas increased from 39,000 in 1962 to 73,000 in 1966; and that personal, non-business bankruptcies increased from 16,000 in 1948 to 80,000 in 1958 to 176,000 in 1966.

Let us examine, in some detail, just one item of consumption — i.e., housing. In the United States as a whole, more than one out of four black families live in houses which are over-crowded, dilapidated, or which lack hot running water, flush toilets for the private use of family members, or a bathtub or shower for the private use of family members; the comparable proportion among whites is less than one out of twelve. Much of the deplorable state of housing conditions for blacks is due, of course, to landlords who grow rich on renting at higher rates, while being completely insensitive to our daily needs as human beings. In all candor, many of these landlords are themselves negroes. The fact that the restriction of negroes to certain well-defined areas is still prevalent throughout the United States, however, gives these black landlords a captive and helpless market to exploit.

Deplorable conditions also characterize much of the owner-occupied housing among black Americans. This is due not nearly as much to the myth that blacks will not improve their properties as to the fact that they can not. Statistics developed by the Bureau of the Census show that black homeowners are more likely to have loans which are a larger percentage of the purchase price (and, thus, require larger monthly payments) than white home-owners, that black homeowners pay higher interest rates than white homeowners, that the purchase price for black homeowners tends to be higher than for white homeowners for comparable housing, that a smaller percentage of black homeowners have government-assisted loans than white homeowners, and that a much larger percentage of black homeowners have loans of relatively short duration than do white homeowners. Those of you who read the ***Washington Post,*** the newspaper with the greatest circulation printed in our nation's capitol, will recall a series of articles during the early part of January of this year which exposed the deplorably unethical practices of real estate speculators, assisted by some prominent savings and loan associations in the District of Columbia, Maryland and Virginia, in the matter of housing for blacks. Because of the inability to obtain credit from these sources, many black Washingtonians are victims of the most outlandish exploitation at the hands of these speculators imaginable. The expose was replete with instances of second, third, and even fourth mortgages held by these speculators; of speculators buying houses at one price and selling them to blacks two or three months later with fairly common mark-ups of 25-50%, without any improvements whatsoever being made on the property; and of other despicable practices.

Couple these elements of higher housing costs with the lower earning power of blacks, and where is the money going to come from to prevent housing from deteriorating? Add to this equation the further fact that there is a tendency to locate housing for black Americans at distances from shopping centers and essential public services, which, in view of public transportation in most of our urban areas, requires many black families to buy, operate and maintain at least two automobiles. For example, in a recent study which I directed of employment, transportation and housing problems of Model City residents in Nashville, about 90% of whom are black, we found one family with eight adults working and maintaining seven automobiles—all vintage and in various stages of disrepair, to be sure—in order for all adults to be able to work to assure an adequate income for the total family of twelve. I might add that, income-wise, this was one of the more fortunate of the families studied, despite only three bedrooms in a house that did not have running water.

Members of the white majority, many of them apparently well-intentioned, have asked me why, if the Irish, the Italians, the Jews, the Polish and other ethnic groups were able to escape from poverty and the ghetto, did not or can not black Americans do the same? This question would be amusing if its implications were not so revealing of the pathetic ignorance of those asking the question. When those immigrants came to the United States, during the latter part of the last century and the early part of this century, there was a great demand for unskilled labor, and they were able to find employment almost immediately despite whatever educational or language handicaps. Many of these employment opportunities were denied black Americans. These immigrants were able to parlay their better employment opportunities and greater incomes into the acquisition of economic, social and political power. Being less visible and identifiable than black Americans, they were then more capable of assimilation into the socio-politico-economic mainstream of American life. Thus, they were able to escape both poverty and the ghetto. But, I have been asked, have not employment opportunities for black Americans increased and should not they now be able to break out of poverty and the ghetto? Again, the question has a simple and obvious answer: As a result of technological change, there are fewer and fewer jobs available for people who are uneducated and unskilled. Being uneducated and unskilled, these people become unwanted. They, thus, become a part of the compost of humanity, in a society of abundance and in an economy which is the most productive and the richest the world has ever known. And, if they are young and virile enough, many of these "unwanteds" become the social dynamite of which Dr. Conant warned several years before the rebellions in Watts, Detroit, Newark and many other urban areas ever took place.

I am convinced that the greatest threat to a healthy socio-economic environment, and to our democratic society, is not international Communism, which would subvert us from without, but the internal bigotry and racism which frustrate efforts by black Americans and other minority groups to participate fully in its socio-politico-economic life. And, I am moved to borrow from a speech of a friend and colleague, the bigots and racists are either very brave men or fools if they will not or can not see the inevitable consequences of their continued sentiments and actions. The clock can not be turned back—and the progress to date, although in many ways frustrating because it reveals so much more that still must be done, has been sufficient for black Americans to realize that they can and should have more of what white Americans have been enjoying all along.

Progress has been made—but much remains to do. The problems remaining are too serious and enormous, and the time remaining is too short, for us to continue to attempt to deal with these problems using outmoded measures and techniques which have long since demonstrated their ineffectiveness. I do not condone violence as a means for social change, but neither am I prepared to deny that violence has brought some needed and useful reforms during the past several years. The pity is that interracial and intergroup relations have spawned and nurtured violence as an increasing way of life and of obtaining justice and equality. The bigots and racists notwithstanding, the gains which have been made will not be surrendered; rather, levels of expectation and aspiration will continue to rise as a result of the achievements already experienced. The pace of change will not be permitted to decelerate; rather, the pressure will increase for even more rapid change. I can not believe there is not sufficient intellect and wisdom in this country to develop and implement peaceful patterns of change. What I am convinced is lacking, however, is the will to effect change. To quote Edmund Burke, "the only thing necessary for the triumph of evil is for good men to do nothing."

What are the problems to which I refer? Permit me to quote from an article written by Kenneth B. Clark, the black sociologist, scholar and author, which appeared in the January, 1969 issue of ***Playboy Magazine***. "Despite the past two decades of rising prosperity and general affluence, the persistence of pockets of poverty and the related pathologies of increasing crime and delinquency and other manifestations of economic and racial discrimination have demanded the development of new approaches to the solution of these long-standing social problems. The civil rights crisis, reflecting, among other things, the increasing disparity in the average economic status of whites and Negroes in America, focused attention on the need to improve the standard of living of the masses of negroes in American cities, if legal and legislative 'victories' are to prove substantive; if the pressures that dominate the lives of the deprived are ever to be removed; and if they are ever to be provided with the education, the jobs, the housing, the power and the pride to enable them to become constructive and contributing members of the larger society." In the recognition of the special characteristics of the black poor in America, there has also come the recognition that those factors which make for black poverty are conducive to and present in white poverty. If the social, political and economic systems could be rigged in such a manner that blacks and blacks only would be victimized—and there are undoubtedly elements in this country who wish this could be done—I am convinced that there would be even less concern for poverty in this country than is now the case. In the interest of complete and absolute clarity, let me put it differently. Our social, political and economic systems are so intertwined and interdependent, both internally and as they relate to each other, that, despite racial segregation and discrimination, it is impossible to confine and contain the basic elements of poverty and its related ills to and within the black community only. Like an ulcerous cancer, these elements spread out to all other elements of society. Thus, the racially well-intentioned members of the majority society are joined by the more perceptive members of that society who have no particular empathy or sympathy for blacks, as such, in attempts to eradicate the basic problems of the black community and, thus, of the total society.

What can be done about the economic problems of black Americans?

Before attempting to answer this question, I think it imperative to stress the fact that black Americans are not a homogeneous and undifferentiated group, any more than are Americans of any other ethnic group. We, like other Americans, are a group of individuals who differ widely in our living patterns, our motivations and aspirations, our abilities, our experiences, our tolerances and intolerances, our reactions to various stimuli, and in every other attribute of humanness. Even the basic sameness of the treatment we receive at the hands of white America provokes in us different responses. Thus, I do not speak for all blacks any more than does any other black man or woman who suggests what might be done about the economic problems with which blacks are faced.

First, there is a need to increase and equalize employment opportunities for Negroes. This means the achievement of a rate of growth in our economy in which gains in employment, production and income will be more than sufficient to offset the growth in population, capacity and productivity. This means creating and maintaining a tight labor market with more jobs, better jobs, and higher wages. This means attracting surplus black agricultural labor into higher paying non-agricultural jobs. This means eliminating the exaggeration of skill, education and experience requirements of jobs for which blacks can qualify. This means reducing the vulnerability of black employment to the vagaries of cyclical fluctuations. This means relaxing the discriminatory, protectionist and other restrictive tendencies and practices of certain crafts and labor unions against black labor. This means guaranteed full-time employment to those able to work and wanting to work, including especially the creation of jobs in the public sector involving both employment and training for those at the lower end of the continuum. And this means a realization at the federal, state and local levels of government that manpower problems, particularly so far as blacks are concerned, transcend economic considerations and require all-encompassing interdisciplinary approaches for solutions. In this connection, I am encouraged by the interest which private industry is beginning to develop. The efforts and stated intentions of the National Alliance of Businessmen and many corporations and individuals who constitute this organization are to be commended.

Second, there is a need to broaden the economic base in the black community by expanding and improving black entrepreneurship. Break-throughs in the corporate world for black Americans leading to high-ranking and decision-making positions, along with similar break-throughs in the more prestigious professions with government and not-for-profit institutions, are not and can not be the total and final answer to the upward mobility problem for black Americans, however. That answer must also include the development of a substantial proprietary and entrepreneurial base within the black community.

As noted in *Action Report*, Volume 1, Number 4, Summer 1968, published by The Chase Manhattan Bank of New York, "Few would deny that significant progress has been made in recent years in equalizing job opportunities for minority groups and in stepping up the training necessary for advancement on the job. However, many black leaders are convinced that society of equality and stability will continue to elude America until greater progress is made toward negro ownership and operation of businesses." This observation is underscored by (1) the fact that, in this country, the entrepreneurial route has been a major one by which ethnic minorities have achieved identity, and (2) the further fact that a strong middle class, which is composed traditionally and very importantly of people in business, is one of the best guarantees of social, economic, political and cultural identity, status and progress over the long haul.

Third, there is a need to provide, on an equal basis, quality education to negroes — both youngsters and adults. By "quality education," I mean educational programs which will supply options of all kinds to those who are its consumers at the highest level the individual can profitably use — options, to quote Francis Keppel, former U.S. Commissioner of Education, "for concentrated academic study and professional careers, for business study and business careers, for vocational study and technical careers." By "quality education," I mean a total education program which does not debase vocational education as compared with general education, which does not view vocational education as something separate and apart from general education, but which views the two as one and the same within the educational structure. By "quality education," I mean an educational system and educational programs that educate. By "quality education," I mean educational programs and systems which will not push people out of school — which is a far more serious problem than people dropping out of school — but which will accommodate themselves to the needs of people rather than expecting people to conform always to the educational system or be relegated to an inferior vocational educational vat for aging from which they can be pushed out, unprepared, into the world of work. There must also be included in my concept of "quality education" the contributions and the history of black people. Blacks need it in order to gain a knowledge of self as a basis for pride; whites need it in order to be fully and truthfully educated. It is incomprehensible to me that, in this enlightened country at this advanced stage of its overall development, there are enough people who would rather be taught, and have their sons and daughters taught, a partial history to constitute effective obstacles to the telling of the truth. Of what are they afraid? The December, 1968 edition of *Ebony* magazine published a list of states which permit the teaching of black history in the United States and described the manner in which this permission is implemented. Only twenty-three of the fifty states, or 46%, have granted such permission — and, I should add, eight of these are southern or border states. Of the twenty-three states, the inclusion of the history black Americans and other minority groups is mandatory in only six; for the remaining there are elective courses on the black man in American history in the schools or special lecture series or the restriction of the teaching of black history to selected schools or requests (not requirements) that textbooks be used that reflect accurately and fairly a multi-ethnic society, or preparations still being made to implement the permission which has been granted. Thus, in forty-four of our fifty states, the observation made in a joint resolution of the New Jersey legislature last year, relating to its own school system, is valid: "It is possible to complete four years of high school in New Jersey — without having even superficial knowledge of the significance of slavery to United States history, conditions of negroes during and after the slave period and their innumerable acts of bravery, as well as the general history of negroes in this country, including their contributions in all fields."

Fourth, there is a need to assure decent living standards, in the absence of earning capacity, by programs which do not reduce the incentives to work and save, and which do not disintegrate family structures, as do our public assistance programs. This means and includes the adoption of a negative income tax for all families, who, through no fault of their own, earn below a fixed annual salary; the establishment of programs of day-care and pre-school education for children under five years of age so that unemployable mothers who should be working can receive training; and the upgrading of the quality and the expansion of the coverage of medical programs.

Fifth, there is need for the black poor and the white poor to realize that they need each other, and that much can be gained from togetherness. When I worked in the coal mines of West Virginia, more years ago than I care to remember, it was the practice of the W.A.S.P. bosses to pit the negro worker, the foreign worker, and the poor white worker against each other in order better to keep all three groups subjugated and subservient. It was only later that I became aware that this is a fairly pervasive and universal practice — that the workings of our total economy all too often pit the various poor elements of our society against each other, at the bottom of the economic and social ladder, so successfully that none will let the others rise but so far. In such a situation, of course, the highly visible and more vulnerable blacks suffer most, but all fail to realize their economic and social potentials.

Sixth, almost invariably when the economic plight of the negro is discussed in a bi-racial setting, some more whites "get religion" and want to know what they can do to be of assistance. And, I want to emphasize, I believe that most of them are sincere. I am not one who believes that black people in America can make it alone, economically — we need assistance — and assistance not based on charity. Some such assistance has been provided, and it is appreciated, but more needs to be done. Beyond this economic, financial and technical assistance however, there is the very great need for well-meaning whites to go back to their communities and educate others of those communities regarding the major causal role white society has played in creating this plight. To me, one of the most basic conclusions of the Kerner Report is the following: "What white Americans have fully understood — but what the negro can never forget — is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it."

Seventh, there is an urgent need to eliminate the "nigger" psychology in our society. By "nigger" psychology, I mean the compelling need for people to have someone to look down upon and oppress. In a country which esteems itself as democratic and hospitable, which is rich and powerful, and which is the leader of at least of that part of the world which is regarded as "free", how is it possible that equality among its citizens can be such an issue? In a country in which 35-40% of the population consists of minority sub-cultures, why are the remaining 60-65% of the population so determined to deny equality to these minority groups? In a country whose constitution guarantees life, liberty and the pursuit of happiness, why are black Americans, Spanish-speaking Americans, Indians and other minorities denied those guarantees? The answer to these questions is that this country is characterized by an engrained and deep-rooted racism, which is as native and as American as any of the finer attributes and traditions we hold so dear. Racism is so profound and so pervasive that it has created artificial obstacles to the fullest realization of this country's potential. How rich in every way could the United States be if it were not for racism! Instead of a market being larger than the total national product of all but nine countries in the world, the market of black America would then exceed the total national product of all but four or five. Just think what this addition to our total wealth and income would mean to our society! If, then, the ability of people to live, work and have their being together, without regard to color, creed or other accidents of birth, were added to this economic gain, it is difficult to imagine how beautiful our total society could be. We would have made major strides toward the transition from a divided and decadent society to a good society to a decent society to a beautiful society.

Eighth, the black man's conditioning by constant rejection makes necessary a fairly comprehensive program, including action-oriented research, designed to erase the awful depredation of engrained defeatism and to redress the awful sense of total alienation. This, I submit, is a task more for black than white social scientists, because of the great ease of the former to relate empathetically to and communicate with the hard-core black poor and unemployed.

I have suggested much that needs doing; I have not exaggerated. Mayor Lindsay of New York, I believe, echoes the sentiments of most objective people when he says "Race is the great domestic issue of our time. It infects virtually all of the most inflammatory problems in our troubled society — violence and civil disorder, the accelerated increase in crime, welfarism, the blight of our cities, unemployment and poverty. Poverty is the dead weight that holds the black man down. It is not simply a condition; it is a handicap and, of late, it has become the goad that has driven him into the streets." It is tragic that what Mayor Lindsay is here saying is so little understood by those who are responsible for the formulation and implementation of socio-politico-economic policy in our society. In essence, if I understand him correctly, he is saying that what might have been, just a few short years ago, a series of separate problems have now merged into a gargantuan socio-politico-economic crisis. Further, he appears to be saying that by ignoring these problems for so long, particularly as they relate to black Americans, the formulators and implementers of socio-politico-economic policy are being unnecessarily but predictably faced with enraged and explosive blacks who are willing to burn, kill and die rather than continue with a dehumanizing existence not of their own choice or of their own making.

As an economist, I have a concern which I think is shared by many other economists in the country. The inflationary developments in the months immediately preceding the coming into power of the present administration in Washington, the failure of the mid-1968 fiscal package enacted by Congress to check consumer demand and prices, and an apparent determination to shift from a June 30, 1968 deficit of $25 billion in the federal budget to a budgetary surplus by June 30, 1969, all presage what appears to me an inevitable slowing down in the economy in the immediate future. This will almost certainly mean an increase in unemployment. If this be a correct prognostication, I have a further concern perhaps not shared by as many of my fellow-economists because they are not as closely identified or involved as I. This further concern is that future increases in unemployment will, as in the past, mean that the shortage of jobs will adversely affect black people more than it will other groups in our society.

The announcement by the Bureau of Labor Statistics on January ninth of this year that the unemployment rate for 1968, an average of 3.6%, was the lowest for any year since 1953 was received with considerable self-satisfaction by elements in both the public and private sectors of our economy and society. This overall average conceals the fact, however, that the unemployment rate of 6% among non-whites was more than double the white rate of 2.9% — a ratio that has persisted over the past ten or more years; and that the unemployment rate among non-white teenagers was two-to-three times the national average of 12.7% — a ratio which has also persisted over the past ten years or so.

It has also become increasingly clear, beginning with the first day of the current administration in Washington, that jobless blacks, as well as other jobless Americans, will not be able to look to the federal government for even as much assistance as they received in the eight years prior to January twentieth of this year. In directing agency heads to start paring down New Frontier and Great Society programs, within a week after President Nixon took the oath of office, Budget Bureau Director Robert P. Mays told the twenty-five top department and agency directors to "start reducing and removing programs where we can". He went further to say "This task is urgent and important. We must start now to redirect the government's activities along the lines of our own objectives—The actions we take now can provide us with means in the 1971 and later budgets to introduce and carry out our own initiatives and proposals, room that would otherwise be seriously pre-empted by existing programs and financial commitments if we are not watchful."

The new administration should duly note the fact that the sullen but silent acceptance of second-class citizenship by black Americans has been displaced by vigorous demands for full-citizenship rights and opportunities. Having never been overlooked by the Selective Service or the Internal Revenue Service, black Americans have been increasingly and increasingly vigorously demanding that other elements of government be equally as cognizant of their existence as citizens and be equally as solicitous. These demands can be viewed as excessive only by those who have never had any intention, despite hypocritical statements to the contrary, of according full-citizenship rights and opportunities to black Americans.

Increasingly, the senses of whites—and, in particular, white youth—are being outraged by the continuous denial of full-citizenship rights and opportunities to black Americans and other minority groups. Black youth and white youth—and I am talking about the eighteen through twenty-four age group—having communicated with and understood the basic aspirations of each other, have joined forces and are reshaping our society, redirecting our economy, and will shortly preside over the revolutionary changes that await us. The Mayor Daleys and the Chicago police forces can, at best, be only ripples in the great tide that is forcing change on the total culture and society of this country, if not the world. Enraged by racial injustice, poverty, and an increasingly senseless war half-way around the earth, these youth are seriously questioning some basic premises—some "holy cows"—of our culture and our society. In their exposure of the serious nature of the "generation gap", these 22,800,000 Americans are condemning society in the most sweeping and extravagant terms; are challenging the moral authority of all the elements which make up our society; are embracing positions that are dissident, extreme and revolutionary on many different public issues; are demonstrating that they have far less faith than do we in democratic processes; are far less motivated to show a blind loyalty to American institutions, and far less ready to believe that the United States is a society threatened and beleaguered by international Communism; are becoming increasingly convinced that our society is "sick" as a result of extremism, a loss of human concern, high crime rates, hypocrisy, and internal breakdowns in the socio-politico-economic system; are manifesting less interest in the United States' role as an international police force so long as our own house is not in order; are convinced that the administration of this country is not serious about combatting poverty or alleviating racial tensions; and are mounting effective challenges to the status quo in all aspects of American life. In all this, these youngsters are overwhelmingly convinced that it is appropriate to engage in dissension and civil disobedience to further causes they support.

Civil disobedience has an honored place in the traditions of this country, going back to its very founding. Civil disobedience accompanied by violence is also a part of the history of this country, as evidenced by the Boston Tea Party, the Revolutionary War, the widespread rebellion under John Adams against the Alien and Sedition Acts, and by the Civil War. Thus, dissenters and dissension are not new to us. What is now confusing, within the context of the principle of equality which is embedded in our constitution and in our laws, is the label of dissension being applied to those who claim that basic changes are needed to bring the lower fourth of our population into an honored place in society, applied by elements of the Establishment who obviously want minority groups to conform to practices and customs which are unconstitutional. Are the people who want and work for equality for all Americans the real dissenters, or are the real dissenters the corrupt people and institutions that deny and thwart equality for all Americans? It seems to me that not only is the pot calling the kettle black, but the pot is totally erroneous in doing so.

The United States, today, is at a crossroads. The route we take will determine whether we really become the greatest culture, society and nation the world has ever known; or whether we become just another promising but decadent society which will eventually suffer the fate of the Roman Empire. Continued racism and indifference to basic human values could produce the latter.

I conclude by quoting from three great black Americans.

First, Frederick Douglas: "We are here and here we are likely to be. To imagine that we shall ever be eradicated is absurd and ridiculous. We can be remodified, changed and assimilated, but never extinguished. We repeat, therefore, that we are here, and that this is our country...We shall neither die out, nor be driven out; but shall go with this people, either as a testimony against them, or as an evidence in their favor throughout their generations."

Second, W. E. B. Dubois: "It is difficult to let others see the full meaning of caste segregation. It is as though one, looking through a dark cave into a side of an impending mountain, sees the whole world passing and speaks to it; speaks courteously and persuasively, showing them how these entombed souls are hindered in their natural movement, expression, and development; and how their loosing from prison would be not simply a matter of courtesy, sympathy, and help to them, but aid to the world. One talks on evenly and logically in this way but notices that the passing throng does not even turn its head, or if it does, glances curiously and walks on. It gradually penetrates to the minds of the prisoners that the people passing do not hear; that some thick sheet of invisible but horribly tangible plate glass is between them and the world. They get excited; they talk louder, they gesticulate. Some of the passing world stops in curiosity; these gesticulations seem so pointless; they laugh and pass on. They still either do not hear at all, or hear but dimly, and even what they hear—they do not understand. Then the people within may become hysterical. They may scream and hurl themselves against the barriers, hardly realizing in their bewilderment that they are screaming in a vacuum unheard, and that their antics may actually seem funny to those outside looking in. They may even, here and there, break through in blood and disfigurement, and find themselves faced by a horrible, implacable, and quite overwhelming mob of people—frightened for their own very existence."

Third, Martin Luther King Jr.: "If the inexpressible cruelties of slavery could not extinguish our existence, the opposition we now face shall surely fail. We feel that we are the conscience of America."

DISCRIMINATORY PRACTICES IN HIRING AND TRAINING OF EMPLOYEES

Madison H. Scott, Equal Employment Opportunity Officer
Ohio State University

In the past, colleges and universities have been immune from the bewildering conflicts of society's racial problems and the practical necessity of getting involved. In the last few years, however, our educational institutions, both large and small, black and white, have been asked to take on a variety of new burdens which have previously been thought of as the province or responsibilities of others.

The present day besieging of our universities to educate our children, to teach us how to become more efficient producers, and to tell us how to run our communities and cities is nothing new. But the demands that institutions of higher learning become seriously aroused about the problems of job discrimination adds a new dimension to the cataclysmic changes now taking place on campuses across the land.

Like most colleges and universities, The Ohio State University has long had a policy of assuring equality of opportunity. But in terms of practical results, particularly in the area of university construction, the pattern of excluding minority groups simply remained the same.

Today, however, there is a fundamental change that is quietly taking place at The Ohio State University - a change that is certain to have profound implications for the future. To put this in the proper setting it would be useful for us to examine some of the more salient facts.

The growth of The Ohio State University in student enrollment has been spectacular, but expansion of capital improvements to meet the demands of this rapidly changing scene has been even more unprecedented. In 1873 there were [illegible] students at Ohio State. By 1875 there were 99. This had reached 235 in 1880. The year 1890 saw 512, and at the dawn of the twentieth century the enrollment had reached [illegible]. In 1920, OSU was regarded as over-large with 7817 students attending classes. 1930, a depression year, saw an autumn quarter enrollment of 10,941. Last year, the University served 38,824 students on the main campus and a total of 42,800 on all five campuses.

To provide the necessary facilities for this greatly expanding student body, the University embarked on a gigantic capital improvement program. This program was begun in 1965, and since that time more than 180 million dollars in construction has been completed, is under construction, or in design and funded. An additional 30 - 40 million dollars is in the design stage but not yet funded.

At the start of this program the University followed the time-honored ground rules for contract constructions in that funds were allocated, drawings and specifications were prepared, bids were advertised and contracts awarded. Questions regarding the composition of the labor force for use on these projects were not considered a legitimate concern of the University, despite the public clamor about union and contractor discriminatory practices in hiring. The problem which concerned the University most was that of getting its buildings erected. Although sympathetic to the problems of minority employment, the morass of fuzzy questions about the University's positions in this area seemed more applicable to corporate structure and government than to the University.

For a time, tentative or make-shift approaches to cope with this problem proved serviceable. Meetings were held with various contractors, contractor associations, civil rights organizations, and labor officials to discuss on-going programs and certain voluntary measures to end discrimination. Yet, these and other steps did nothing to change things. As a consequence the University found itself increasingly caught between the federal government's attempt to assure that non-white workers were hired on federally funded construction jobs, black militancy, critics who attacked the University administrators for having failed to exert affirmative leadership; and contractors complaining that they could not provide black workers because of their agreements with unions to hire only union men.

Under these circumstances, what was the University to do? There were two alternatives - (1) Do nothing. In this case the University would gamble and face the probability that the designated federal agency might suspend or terminate the grant; (2) enforce both the letter and spirit of the law and require contractors to hire black workers.

In taking either of these courses of action the University was not unmindful of the fact that it had to contend with dissident forces which embraced a wide range of interest far beyond the University campus. Nevertheless, the University took the position that it could no longer afford the luxury of not getting involved with this problem and elected to enforce the letter and spirit of the law. Having made this commitment it became a question of how-to-do-it, establishing programs and strategies. The broad outlines of the University's thrust to achieve results in this area may be summed up as follows:

I. In weighing of priorities the University took the view that in order to deal with this problem effectively something more than the mere affirmation of the ideals of equality of opportunity was needed. Thus, it was decided that as a first consideration, the University would use all of its substantive power to affirm its position as an equal opportunity agency.

II. The University would actively seek to enforce compliance by Contractors in accordance with federal laws and executive orders to end discrimination in job hiring on University construction projects.

III. University action would be taken to assist in:
   a. Recruiting and training, if necessary, of black and other minority applicants.
   b. Establishing relations with city community associations, i.e., NAACP, Community Relations Commission, Employee Associations and The Columbus Urban League.
   c. Meetings with black organizations, service clubs, churches and professional groups to seek and sponsor members of minority groups for apprenticeship training.
   d. Supporting joint contractor and trade association activities in providing testing, physical examinations, preparatory and other job training and referral action.
   e. Assisting others in providing apprenticeship training, such as The Columbus Urban League's "LEAP" Program by actively seeking minority group referrals or applicants for apprenticeship positions.
   f. Constantly examining the qualifications of minority group employees on construction jobs for their up-grading capability and potential.
   g. Identifying and classifying recruiting sources for non-white journeymen and apprentice craftsmen.
   h. Using all channels of communication, University resources to exert leadership, and by examples of affirmative actions, influence the process of change.

IV. Impose sanctions, as a last resort after all efforts at persuasion and conciliation had failed, to induce contractors to act affirmatively in the performance of their contract. This action would be taken under the rules and regulations of the United States Department of Labor, Office of Federal Contracts Compliances, which specifically charge the grantee (The Ohio State University) with enforcement of the Equal Employment provisions of the contract.

V. Appoint a staff member of the University Administration on a full-time basis to coordinate Equal Employment Opportunity activities, including recruiting and referrals working with unions, contractors, government agencies, and any other appropriate group to assure affirmative action in construction trades on all University projects.

The evolution of this policy can be traced to the difficulties encountered by the University during the pre-construction period for The Ohio State University Medical Sciences Project. Construction on this $12.8 million project had been delayed due to a federal court order that blocked the award of contract. The court order was issued in a suit brought for injunctive relief for William Ethridge and Jerome Welch and on the behalf of others. From testimony during the hearing it was established that a number of the building trades discriminated against negroes in their hiring practices. As a sequel to this finding, the United States District Court enjoined the award of contracts and held that contracts could only be awarded to contractors "legally eligible and prepared actually to secure a labor force only from sources that will reasonably insure equal job opportunities to all qualified persons, including journeymen and apprentice craftsmen and laborers, without regard to race, color or membership or non-membership in a labor union."

Suffice it to say that after a long and protracted period of intransigence on the part of all—contractors, union officials, and interested critics—work was allowed to proceed on this project, but not until an eleven-point agreement had been worked out between the University and the local NAACP. This agreement included among other points that the University agreed to take action to pull a contract if a contractor proved uncooperative.

This encounter marked the advent of The University's affirmative involvement and use of its formidable contractual power to assure equality of opportunity on University construction projects. It denotes too the beginning for the University's inclusion in what is today termed "Pre-Award Area", a concept which requires for the award of contract, involving Federal funds, the concurrence by the federal agency which provided the funds.

To assure consistency of effort, the University has required each prime contractor and major sub-contractor to file an affirmative action program indicating how he proposed to assure minority group representation in all trades on the job and during all phases of the work. A mandatory part of these programs has been a manning table specifying the number of minority group workers that will be used at various stages of his work.

Historically, federal compliance officials have ruled that this document (The Affirmative Action Plan and Manning Table) becomes an integral part of the construction contract for a given building.

Until now contractors working on University projects have been willing to submit to the manning table and in general have attempted to meet their minority manpower commitments. Some contractors have complained that they have trouble fulfilling their requirements because of agreements with unions which require them to hire only union men. The recent court case of Locke versus the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry, Local 189, which was adjudicated in Judge Joseph Kinneary's federal district court appears to substantiate this position inasmuch as the final opinion rendered in that case stated that the union shall be the sole source of manpower. Since that time, Mr. Locke has been laid off due to the enforcement by the union of their rules which state that when journeymen are sitting on the bench, permit men (of which Mr. Locke was one) must be let go.

Despite this seeming inability to make significant advances in the plumbing/pipefitting trade, some progress is visible. The partial success of our efforts is underscored by the fact that at the beginning of 1968 there were no minority workers in any of the so-called critical crafts. On University projects, at the present time, of the six critical crafts employed on campus - plumbers, pipefitters, sheetmetal workers, iron workers, electricians, and operating engineers, - black journeymen are employed in all except the plumbing trade. The electrical craft currently has five black workers employed on University projects and others throughout the city. The iron workers have individuals on several projects, and the operating engineers have essentially taken an open door policy and are presenting no serious problems. To change the recalcitrant plumbers and pipefitters, however, will require a determined effort. At present, there is but one black apprentice employed on campus projects from this group.

I am pleased to tell you, however, that the University just recently in the exercise of its contractual powers, warned mechnical contractors doing work on campus projects to provide equality of opportunity or face the prospects of losing their contracts, in addition to being barred from federal work nationwide. One plumbing contractor has already been ordered by the University to place minority workmen in his work force or face the prospect of further action to have his contract cancelled. It should be noted that if in fact the University finds it necessary to take this drastic step, it will be a precedent-setting action, in that it will mark the first time that this ultimate sanction will have been used against a contractor, at any level - national, state or institutional.

The Ohio State University is genuinely concerned about this American society that has not yet provided for all of its members the full rights and privileges of citizenship. The University recognizes too that the inequities which survive from the past cannot be corrected without a powerful commitment. The Ohio State University has made this commitment and is dedicated to a total strategy to assure equality of opportunity in all realms of University affairs.

For a broad outline of other University actions *Urban-Racial Affairs at The Ohio State University* is appended.

URBAN-RACIAL AFFAIRS AT THE OHIO STATE UNIVERSITY

Task Force on Urban Affairs

Established in 1968 by the university's Research Council, which advises the Vice President for Research, Dr. Alfred B. Garrett, this task force is surveying university departments and colleges to determine their involvement in research and study of urban problems, and to suggest directions for future research undertakings. It will make its report soon. Chairman of the task force, which represents all facets of campus life, is Dr. Henry L. Hunker, Director for Ohio State's Center of Community and Regional Analysis. One of its assignments is to encourage and facilitate urban affairs research.

University Advisory Commission for the Columbus Public Schools

This commission's work involved five deans, more than thirty faculty members and some 200 students from the University. Chairman was Dean Luvern L. Cunningham of the College of Education. The commission, appointed by President Novice G. Fawcett, made an intensive study of the Columbus schools and their problems for the Board of Education. The findings, made public on June 15, 1968, met with widespread acceptance throughout the community. The Board of Education acted promptly to put many of the recommendations into effect. Among its proposals were establishment of Urban Education Coalition, composed of citizens from all walks of life, and suspension of school construction in suburban areas until open housing agreements are effected. The report prompted one Dayton newspaper (Journal Herald) to editorialize: "Ohio State applied its combined brains and creativity to a local problem. A community has few allies as potent as an involved university."

Mayor's Faculty Committee

This body represents another example of the community turning to the campus for expert help. While it is not an official University agency, its membership is comprised of Ohio State faculty who are advising Columbus Mayor M. E. Sensenbrenner on a variety of urban matters.

Major areas of concern have been jobs, consumer assistance, housing, complaint procedures, community relations, voting and representation on City Council, police, and education.

The committee was formed in September, 1967. Among its recommendations which have been implemented was establishment of a Job Center in the inner city. Committee members have been drawn from such University areas as social work, political science, law, sociology, city planning, psychology, economics and education.

New Academic Courses

The Sociology Department in the autumn of 1968 presented a new course on American race relations, entitled *Black America and White Racism,* taught on an evening schedule and graded on a pass-fail basis. One objective of the course was to "emphasize efforts of the black community to come to grips with and surmount the reality of white discrimination." Dr. Donald L. Noel taught the course, assisted by Anthony Payne, sophomore faculty aide in the department.

Also offered each quarter beginning in the autumn of 1968 was the *History of Negro Education in America,* a four credit-hour elective course in the College of Education. It covers historical development of institutions educating the Afro-American, and black and white views concerning the purposes of education from Colonial times to the present. Instructor is Mrs. Ruth Simmons.

American Negro History, a three credit-hour course, was offered for the first time in the autumn of 1968 by Prof. Merton L. Dillon, who specializes in the history of the American South, the Civil War and Reconstruction. The course dealt with the Negro's contributions to American history, and his problems. The course is now being evaluated for further scheduling.

New in the winter quarter, 1969, is a course in the Department of Economics, *Economics of the Ghetto,* a three credit-hour course taught by Dr. Peter S. Barth. It analyzes and explores major economic problems of Negroes.

The Department of Linguistics in presenting *Elementary Swahili,* which emphasizes *Phonology and Morphology* of the African language, and includes acquisition of basic sentence patterns. Instructor is Methode Mpyanga, who came to the campus from Lubumbashi, Congo-Kinshasa, to teach the course.

The Department of Sociology lists four course offerings dealing with minority group problems. *Social Trends and Problems* taught by Dr. Simon Dinitz and Dr. Joseph Conforti, presents an analysis of recent social trends and contemporary social problems. Dr. Donald L. Noel teaches *American Minority Relations,* which provides a survey of attitudes and relationships arising from contacts of various racial and ethnic groups in this country. *Comparative Race Relations* presents an analysis of variations in patterns of race relations in diverse institutional settings, with particular emphasis on Brazil, South Africa and the United States. Instructors are Associate Dean James G. Martin of the College of Social and Behavioral Sciences, and Dr. Noel. Also offered is an advanced course entitled *Special Problems - Race Relations.*

An experimental course started in the winter quarter, 1969, in the College of Humanities, in conjunction with the College of Law, was designed primarily for black and other minority group students. It aims to introduce them to the American legal system, emphasizing its relation to social change and to further improve the students' skills in communication. Another purpose of the course is to motivate the students' interest in law or related disciplines as a profession. The course is taught by Profs. Stanley K. Laughlin, Jr. and Howard P. Fink, and by Richard Haight, Instructor in English. The *Cleveland Plain Dealer* commented that the undertaking "could prove a model for other universities."

The Department of English has announced that a new course, *Introduction to Negro Literature in America,* will be presented in the Spring Quarter of 1969. It will be a five credit-hour course and will examine important works of fiction, drama and poetry about the Negro in American life, with emphasis on works by Negro authors. The course will be taught by Dr. Morris Beja, who has written on the Negro in contemporary American fiction.

A new course in Negro political experience in America has been scheduled in the Department of Political Science for Spring Quarter, 1969. Open to undergraduates with credit for beginning political science, the five-hour course will utilize topics relevant to Negro undergraduates as well as other students. The course will not follow a chronological sequence, and may break into study groups to work with special problems not covered in class, according to the instructor, Freddie C. Colston, teaching associate.

Aid To Negro University

Ohio State is in the second year of a five-year project to aid Shaw University, Raleigh, N.C., one of the oldest Negro higher educational institutions in the nation. With federal support, and after a year of research, Ohio State's Department of Speech is establishing courses and facilities at Shaw in the area of communications. Shaw University officials believe communications instruction will help their graduates compete more effectively in the American job market. Establishing a school of communications with majors in broadcasting, communicology, journalism, and speech and hearing disorders; equipping and staffing of a speech clinic, a television teaching laboratory, and a radio teaching laboratory; and setting up student and faculty exchanges between Ohio State and Shaw are among the undertakings of the project.

Roles of Laymen in Urban School Affairs

Coordinating a task force for the national Urban Coalition, Washington, D.C., was Dean Luvern L. Cunningham of Ohio State's College of Education. The task force completed in 1968 a study of new roles of laymen in local school affairs in 12 cities. Reports on each of the cities, with recommendations for increasing effective citizen participation in educational affairs, were filed with the Urban Coalition. Cities selected for the study were: New York City and Rochester, N.Y.; Chicago and Rockford, Ill.; Los Angeles and San Diego, Calif.; Boston, Philadelphia, Atlanta, Detroit, Huntsville, Ala. and Duluth, Minn.

Equal Employment Opportunity

To assist with the problems concerning equal employment opportunity on campus construction projects, Madison H. Scott was employed on April 8, 1968, to help insure that these measures are carried out on all current and future university projects. Mr. Scott has the title of Equal Employment Opportunity Officer, and on September 1 he received the additional title of Assistant Director of Personnel. In 1969 he also was given the assignment of directing the University's Personnel Employment Office. He is a 1958 graduate of Ohio State with a degree in political science.

On September 17, 1968, the Office of Equal Opportunity held a day-long seminar at which it presented some 11 speakers. Purpose of the campus program was "to gather together those who are interested in commitment to meet face to face in an attempt to promote the kind of ideas and experience that will help awaken a new sensitivity and a total concern for the problems of minority group employment."

Inner-City Teaching

In cooperation with the Cleveland Public Schools, Ohio State placed twenty-seven student teachers in inner-city schools of that city in the spring of 1968. This program was based on the concept that Cleveland offered the most highly urbanized society in Ohio. The students, mostly women, were sent to schools such as Hough Elementary.

Indications have been that the program was very successful. It is being evaluated and will be continued on an expanded basis during the 1968-69 year.

The College of Education's Center for Experimental Teacher Education in the summer of 1968 held a workshop — part of it in Columbus' inner city — to help stimulate state university educators and school officials to design new teacher-education programs relevant to inner city schools. A grant from the Ohio Board of Regents supported the program, which had forty-five participants.

Under a program called *New Dimensions — Ohio State University*, high school dropouts between ages 22 and 30 are being recruited from the inner city to take intensive teacher training for two years in the College of Education. Completion of the work will qualify them as "instructional specialists," and the college will then place them with inner city schools either as teachers' aides or teachers. Graduates of the new program will be encouraged to take a regular sequence of courses leading to a degree and subsequently to full teacher certification. The program is financed by the University. The Columbus Metropolitan Area Community Action Organization acts as liaison between the campus and the Columbus inner city.

Thirty persons, most of them from inner city schools across the country, are enrolled at Ohio State during 1968-69 for an advanced National Defense Education Act Counseling and Guidance Institute, supported by the U.S. Office of Education. It is one of the first of its type of counseling preparatory programs drawing the majority of participants from the inner city. The programs aim at developing and improving counselors' basic understandings, skills and competencies to help disadvantaged youth deal with or overcome environmental limitations.

Urban-Racial Affairs

Twenty-three elementary education majors at Ohio State are serving as teaching assistants this academic year in thirteen kindergarten classes of Columbus inner city public schools.

The students, mostly coeds, assist three and a half hours a day, five days a week. They receive pay of $1.50 an hour from the Columbus Public Schools. The project is funded under a Title I grant from the U.S. Department of Health, Education and Welfare, administered to the Columbus school system by the State Department of Education.

Project Promise involves twenty-one inner city high school juniors in Columbus who show some promise of becoming teachers and about 735 children in the fourth, fifth and sixth grades at five Columbus inner city schools.

The older students read aloud to the younger ones. *Project Promise* originated by personnel in the College of Education at Ohio State, is aimed at increasing inner city high school students' interest in teaching careers and inner city elementary students' interest in good literature, in addition to improving the reading ability of both groups. Seminars were conducted on the Ohio State campus to help the selected high school students prepare for the assignment.

Higher Education Opportunity Program

In the summer of 1968 Ohio State had some 170 inner city high school graduates, mostly from Columbus, on the campus. They were in a special 10-week program of intensive work in mathematics and communication skills designed to improve their chances for success in college.

Of the 170 students, 151 successfully completed the program, and seventy-five of those enrolled as first-quarter freshmen at Ohio State. Thirty-seven others planned to attend some institution of higher education. The remaining thirty-nine "graduates" were offered special help in identifying their strengths and weaknesses and in setting appropriate goals.

Director of the program was Associate Dean William Halverson of University College. Assistant director was Miss Marie Stinson of the Columbus Public Schools. Program participants were recruited by inner city community agencies. Counseling to help the students improve their self-image was stressed.

Recruiting of Students

A program is getting under way at Ohio State's regional campus in Mansfield, Ohio, to seek out and provide special assistance to high school graduates who may feel that the door to higher education is closed to them because of economic or social reasons. The project will be financed by a federal grant, the Mansfield University Foundation, and some other sources.

Some forty-five able seniors from forty high schools in Ohio's major cities took part October 26, 1968, in a testing and counseling program leading to possible scholarships in accounting. The undertaking, aimed at encouraging negroes to enter the accounting field, is believed the first of its kind and is endorsed by the American Institute of Certified Public Accountants. After evaluation, scholarships provided by contributing firms will be allocated.

Summer Athletic Program for Teenagers

Under the guidance of Athletic Director Richard C. Larkins, the University in the summer of 1968 made available many of the major athletic facilities of the campus to teenagers for basketball, track and field events, gymnastic, wrestling, swimming, and other sports. A number of varsity coaches were retained to help with the eight-week project.

About 2,600 youngsters, most of them from the inner city, registered. Attendance ranged from 500 to 700 daily. A number of civil agencies and the Columbus schools cooperated in the undertaking, which, incidentally, attracted wide attention. The *National Observer* cited Ohio State as the "first university to begin a large, community-wide program" of this nature. The U.S. Information Agency reported on the program in its publications abroad. In 1969, the National Collegiate Athletic Association appointed Mr. Larkins to a committee which will administer a youth program which the NCAA plans to inaugurate on campuses throughout the country next summer.

Radio-Television Programming

The University's Telecommunications Center is actively pursuing a plan of increasing its television and radio coverage of urban and negro affairs. WOSU-TV continues to provide local programming which confronts community problems, while at the same time it has developed and presented some entirely new material to central Ohio viewers. Among the continuing series on local urban programs are *Let's Talk About It* and *Crisis*. In the area of new material *Black is Beautiful* was a one-hour documentary which exposed for the first time in any depth the contributions made by the black artist in Columbus. *An Evening of Soul*, produced in cooperation with So-Par, a local non-profit organization to further the cultural aspirations of the Negro, has appeared three times on WOSU-TV. The series is unique in this area because the basic production staff is drawn from the So-Par organization working with a WOSU-TV producer-director. *Freedom's Fire*, the first reader's theater presentation of WOSU-TV, dramatically showcased the literature of "Liberty" with actors from the university. Many episodes of *Profiles in Courage*, a weekly film presentation of WOSU-TV, relates to the history of black/white relations. One of the more significant episodes concerned Frederick Douglass, a slave who fought for civil rights during the period of the American civil war and was the first Negro invited to the White House by Abraham Lincoln.

WOSU-radio is the only central Ohio station carrying the unusual network program, *Night Call*, in which listeners can telephone collect to the moderator in New york. It deals with relationships between the black and white communities. WOSU was the local station which gave greatest coverage to the recent CORE convention in Columbus, and it has devoted much broadcasting time to presenting the background of events involving the Black Student Union on the campus. Many other recent radio programs have dealt with student unrest, the inner city, and the urban crisis. Station officials also are undertaking to stimulate interest of blacks in broadcasting as a vocation.

Continuing Education

In cooperation with the Columbus Business League and Small Business Administration, the University held an eleven-week workshop for small business managers, completed early in July, 1968. It was designed specifically to help overcome obstacles which face the Negro small businessman, and twenty-five were enrolled. The work was conducted through the management education program of the Continuing Education Division of the College of Administrative Science. In session from October-December, 1968, was a second workshop, this one dealing primarily with the financing aspects of small business.

The University's Continuing Education Division offered a non-credit course on *Negro American Culture* in the autumn quarter, 1968. Robert Brown, executive director of the Columbus Urban League, and guest lecturers presented the course, which covered Negro culture from the early days of slavery to the present and examines the ghetto, its politics, economics and psychology.

During the past year several of the University's colleges have offered programs through the Continuing Education Division designed to help in the solution of inner city problems. A few have been listed above; others included seminars for middle-management personnel planning to employ "hard core" unemployables; a workshop for volunteers in inner city public school libraries; a program to transport inner city youth to the campus for theater and musical productions as well as an introduction to the fine arts, and two programs in the field of new careers training.

Special Committees Named

Early in 1969, Dr. John E. Corbally, Vice President for Academic Affairs and Provost, announced appointment of two special committees of faculty members and students. Each committee has two student members. A review committee is examining the University's courses in Afro-American studies and will make recommendations on further developments in this area. A recruitment committee is studying the University's successes and failures in obtaining personnel from minority groups in general and from the Negro community in particular.

Adell McMillan, Associate Director
Erb Memorial Union
University of Oregon

In the spring of 1968 the Black Students' Union at the University of Oregon drew up a list of demands which they presented to the President of the University, requesting that he take appropriate action. The first action taken by the President was the creation of a number of study committees whose purpose it was to investigate and hold hearings regarding the allegations made by the B.S.U. in their demands. Out of this came the creation of a coordinating committee on racism which later became a permanently constituted Office of Minority Relations.

One of the demands of the B.S.U. had to do with the attitudes of employers and employees of the various offices dealing directly with students. Specifically the statement of demands read "The inconsiderate and degrading acts by employees and employers on campus are deplorable. Unless they can learn to interact with other people, treating them as human beings instead of objects to be manipulated, the relationship between employer-employee and employee-customer, will continue to deteriorate. Therefore, we demand that all student and civilian employees, as well as employers, have some training in human behavior and interpersonal relations."

One of the first projects organized by the Office of Minority Relations was a pilot project to answer the demands made by the B.S.U. regarding employer and employee attitudes. The project was determined to be needed by the study committee after their deliberations and investigations showed a need for a change in attitudes on the part of employers and employees with whom black students had to deal for the many services on the campus.

Two groups were selected for the project, first the dormitory counselors in the late spring, and then the staff of the Erb Memorial Union in the early part of the summer session 1968. Selection of the Union was voluntary on the Union's part.

Different approaches were used with the two groups. Participation was compulsory with the dormitory counselors, while participation was on a voluntary basis for Union personnel.

The remainder of this paper will deal with the project as it progressed with the Union staff.

The project involved the use of small discussion groups made up of Union staff, led by a discussion leader from outside the Union. The project had the objective of exploring attitudes about race, particularly, though not limited to, members of the black race, and to try to find the basis for these attitudes. In doing so perhaps it could explode some of the myths upon which racist attitudes are based. It was hoped that some attitudes might be changed, and if not changed, at least the participant might be brought to the point of better understanding his own attitudes.

The staff of the Union each received a memorandum from the Union Director, describing the project and requesting that each of them participate. The following is a quote from that memo: "One of the most important qualities of an employee in the Erb Memorial Union is his or her ability to develop and maintain a cooperative and congenial attitude in his daily contact with the members of the University community. In an attempt to help us in doing this, a group of your fellow employees and I met with . . . executive assistant for the President's Staff Development Training Program. Our discussion centered around the need for a clearer understanding of our reaction to, and evaluation of, the black student. It has been agreed that we will make available to our employees a series of voluntary discussion groups dealing with relations with black students . . . I want to take this opportunity to encourage each of you to take advantage of this opportunity. All employees will be permitted to attend these sessions on Union time or with compensatory time . . ." About one third of the total full time staff of the Union volunteered to participate. Participants came from the professional, clerical, custodial, and foods staff.

The plan was put forth that the participants would meet for four two-hour sessions within a two week period, meeting once together as a group and three times broken down into smaller groups of not more than ten each. Because of the desires of the groups to continue, there were actually six group meetings in all rather than the planned four.

The first meeting of the participants was led by the Director of the Office of Minority Relations, a black, and the faculty director of the Upward Bound program on the campus. The meeting was primarily one of orientation and background, with the two discussion leaders presenting the reasons for having the sessions and an historical review of the place of the black in America. A suggested reading list was also provided at the first meeting (copy attached).

The subsequent meetings of the smaller groups were led by student discussion leaders who had been trained as Upward Bound and HEP counselors. The substance of the smaller groups' meetings were discussions of what on the surface appeared to be fairly mundane matters, but underneath were the very noticeable feelings generated by misinformation and misunderstanding. For example, the groups discussed what their feelings would be or were about having blacks for neighbors, or how the individuals felt about having a son or daughter date a black, or whether the negro race was of inferior intelligence. In some cases the group participants did not get past the stage of the usual platitudes of "Oh, I have had them in my home", whereas in other cases real insight seemed to be gained and some noticeable attempts at attitude change were evidenced.

The fourth meeting of the groups involved a confrontation with four black students who "told it like it is." For many of the members of the group this was a rather shattering experience. They had expected the black students to come in, tell them what they were doing wrong or how they were being "racist" and then how to change. The blacks in so many words said "Whitey, don't come to us for answers to *your* hang-ups — find your own answers."

Because of questions raised in the fourth session, two additional sessions were held in which the participants' reactions to the blacks were discussed.

In evaluating the success or failure of the project, the participants indicated that they had learned a good many new facts, had exploded a few myths, and that they had appreciated the opportunity to discuss with each other their feelings about race. Whether the discussions were successful in changing attitudes remains to be measured in performance on the job. Today, six months later, the racial tension on the campus has not greatly lessened, and is perhaps more militant in nature. One feels that so far the staff of the Union has generally been able to handle the situation calmly and with some understanding. Whether this is due to last summer's sessions is difficult to measure accurately. One measure, however, is that it seems that those who did participate have so far found the year a little less frustrating than those who did not participate.

In recommending this type of project several suggestions for improvement are in order:

1. The discussion leaders ought to be professionally trained in human relations techniques and be in somewhat the same peer group as the participants. The "generation gap" between student discussion leaders and the employee participants was an additional hurdle that had to be overcome. Also the student leaders were lacking in techniques to keep the group moving in a positive direction.
2. The groups, if possible, ought to be compulsory for all employees - those who need the training most are apt to not volunteer. The solution to this is perhaps to have a permanent on-going in-service human relations training program to which all employees are assigned as a part of their employment contract.
3. This type of in-service training needs to be supported from the top. If employees see that their own peers in other departments do not have to participate, the program becomes difficult to pursue with success.
4. Once a group has begun to meet, the membership should remain fixed. Persons coming and going because of work schedules, vacations, etc., tend to keep the group from making headway.
5. Blacks in the same peer group as the participants ought to be invited to participate in each group, with the understanding that their attitudes are also going to be examined and explored.

Perhaps one measure of the success of this project was the ability of a white female member of the custodial staff to discuss openly and with pride for the first time the fact that her daughter was married to a black and that her two grandchildren are more black than white.

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8. *Fire Next Time* by James Baldwin
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James G. Miller, Equal Employment Opportunity Officer
Defense Construction Supply Center
Columbus, Ohio

You don't have to be white to get a federal job, but if you want a high-paying one, it's a great help.

News Front is a monthly magazine circulated largely in business and industrial offices. In its November edition it carried a most interesting story under the caption: "The House Nigger." The article deals with the problems blacks are encountering after they have been hired by white employers. The basic premise of the article is summed up in this sentence: "Getting hired isn't the problem, it's getting ahead once hired."

The focus of the program today is on a problem and a challence to our society — that of equal employment opportunity in a free enterprise economy. This problem, although it is only one of dozens of contemporary issues that confront us, is perhaps the most important one relative to fundamental philosophy and structure of our economy. My remarks are kind of setting of the stage about the nature of this particular subject.

The policy and position of the Federal Service on equal employment opportunity without regard to race, color, religion, sex, national origin and most recently "age" has been clearly and strongly asserted in many documents and issuances.

Under Presidential Executive Order 11246, the Civil Service Commission and each federal agency have definite program responsibilities and obligations, including specific responsibilities for reviewing and appraising all employment and personnel operations to assure equal opportunity is fully realized in every aspect of agency policy and practice.

The terms of the regulations require each agency to designate an Equal Opportunity Officer who is responsible for the investigation of complaints of discrimination, development of agency Equal Opportunity Plans of Action, program communications and publicity, development and analysis of statistical information with emphasis on positive use of data as tools to assist in getting equal opportunity within the merit system framework, also to review and analyze with Management Equal Employment Opportunity (EEO) oriented actions to assure assimilation and equality of treatment for all work force members.

Similarly, discrimination persist right in the federal government. In the federal civil service, as of June 1966, black people comprised about 9.7 percent of the classified employees, but only 1.6 percent of those above GS-11. The new *Study of Minority Group Employment in the Federal Government* prepared by the U.S. Civil Service Commission indicates that by November 1967, black people comprised 10.5 percent of the classified employees but still less than two percent (1.8%) of those above GS-11.

1. *The U.S. Civil Service Commission:* As of June 1966, 818 black classified employees were working at the Civil Service Commission itself and 73 percent or 600 of these were in grades GS-4 and below. Some 21 or 2.6 percent were in grades above GS-11.
   The Commission's new study shows that by November 1967, 70 percent were still employed in grades GS-4 and below. The new study showed 28 black employees in grades above GS-11, an increase of only one-half of one percent over 1966.
2. *The Selective Service System:* In the Selective Service System, there were 50 employees above GS-11 in 1965; 51 in 1966; and 53 in November 1967. In each year — none were black.
3. *The Government Printing Office:* Ninety-two employees were listed above GS-11 in 1966; none were black. The new Commission study shows GPO with 104 employees above GS-11 in November 1967 — still with no blacks.
4. *Department of Health, Education and Welfare:* In 1966, HEW black employees comprised about 18 percent of all of its classified employees. The new Civil Service Commission study shows an increase of three percent by November 1967. About 63 percent of the blacks in the department were GS-4 and below in 1966, and 60 percent were still GS-4 and below in 1967. While the new CSC study showed some positive change in HEW from 1966 to 1967, other data revealed that the 21 percent of the HEW employees who were black received only 16 percent of the department's total payroll.
5. *The Atlanta Civil Service Region:* This region covers seven southern states. Black employees comprised about 13 percent of all Federal employees in the region in 1966, but only one-half of one percent were above GS-11. The 1967 CSC study shows the very same data indicating no change in the employment of black people.
6. *The Dallas Civil Service Region:* The Dallas region covers four southern states. About nine percent of all federal employees in the region were black in 1966, and the new CSC study shows about nine percent of the total were black in 1967, another indication of no progress in the employment of black people.
7. The President amended Executive Order 11246 in October 1967 to deal with the much overlooked practice of discriminating against women in the federal service. A *Study of Employment of Women in the Federal Government, 1966* prepared by the U.S. Civil Service Commission showed that women have fared little better than black employees.

   In 1966 there were 1,837,000 white collar employees in the federal service; about 34 percent or some 617,000 of these employees were women, and about 89 percent were Grade 8 and below. Seventy-two percent of all women in white collar positions in the federal service were employed in jobs at Grade 5 and below. Until 1962, federal personnel officers could even specify that the names of all women be left off registers submitted by the Civil Service Commission to fill some agency vacancies.

In federal agency after agency, there have been similar defaults of responsibility to insure equal employment opportunity. This is particularly emphasized by the absence of black employees at policy-making levels. No matter how effective guarantees of equal opportunity may be on paper, they have been nullified in the hiring and promotion practices by a government that purports to be of, for and by the people. Is it excusable that any job created in part by tax dollars paid by minorities should remain closed to minorities?

We could continue examining the pathology of discriminatory practices; some sources for review and enlightenment will be given at the end of my paper. However I would like to feel that we want to examine what's being done.

We have today a self-determined and persistent group of unemployed and under-employed persons in our society in a period of high prosperity, a period of very high employment. We have not, even in a boom, figured out a way to get all people to work. Technology, education, racial discrimination and other factors seem to be at the root of this problem. We expect educators and business somehow to solve this problem, or if not, bow to the will of government in its attempt to solve it. The question is, who should assure opportunity for work for all? How should they do it? What is the role of government? What is the role of education? How much of it is the responsibility of the individual? Perhaps the college union will want to become involved.

There are, nor will there be, no easy or quick answers to these questions. We are at the beginning of a long road, not at the end of it.

Black people are demanding more equitable economic opportunity along with greater respect for their human dignity and political rights. In spite of the obvious class divisions that are still impeding a requisite unity among us, we are increasingly aware that white racism is still a dominant influence in most American colleges and universities. Education is now included with business and government when the term "power structure" is used.

I will suggest some answers today in the field of employment for the Black, but in so doing several things should be clearly understood:

(1) Employment for the Black solves only one segment of the problem. Health, housing, education, recreation, poverty are the other parts of the problem which must also be solved.

(2) I agree with the Kerner report, *the Report of the National Advisory Commission on Civil Disorders*, where it says, "this is our basic conclusion: Our nation is moving toward two societies, one black, one white — separate and unequal." We may already be there but if we recognize we have a racist problem which must be solved we gain the potential for changing this course.

To paraphrase the Kerner report, what white Americans have never fully understood — but what the black can never forget — is that white institutions made this so, maintain it so and white society up to now has condoned it.

Thus as the white employers commit themselves to minority group employment they must first commit emotionally, as well as intellectually, the acceptance of the black as a peer, as an equal. They must accept him as a neighbor, as a social companion, as a church member, as a club member, giving him the same options of acceptance or refusal as a white in the multiple choices of our society.

If you can come this far, and if I interpret equal opportunity correctly, many — maybe millions — have not, then we may progress.

The steps are simple, the execution difficult. First, must come a break with past hiring and training patterns. Employers must realize that the person being considered for employment has been turned out to the ranks of the uneducated and unprepared by America's slum schools. They must look at a man and ask, "What can I help this man make of himself?" Employers will have to forget many old hiring methods with which they have been comfortable; old customs which obviously don't meet today's requirements.

They must find which of their first line supervisors, white or black, are willing, in addition to their other duties and pressures, to help with these people. If a supervisor is not committed, then don't add this burden. Once he is, he will exert new demands on higher level administrators or managers.

Start with work and training in small groups — ten to twelve — 24 hours of work and sixteen of training — and in the training discuss the works of the union and the university. Such things, apparently so obvious, as why it is important to be at work on time; why it is important to be at work at all; the interdependence one upon another; let them answer these for themselves. When the groups are spread throughout a union building or campus, find ways to bring them together from time to time, give them identity.

Make sure that placement is such that upward mobility is not a promise but a reality if a person meets certain known objectives. Make sure further training is available to those whom you can continue to motivate, of a type that builds foundations for further training.

Doing these things you can successfully bring disadvantaged blacks into your equal opportunity program. Those few who have had advantage equal to whites need only the same rules.

But all managements need a commitment to what the Kerner report calls the "major unfinished business of this nation — urban and rural, White and Black . . ."

To do this I propose that top educators and management take as a major responsibility—for some years to come—the problems of the black, in particular, integration in employment at all levels. Employers must select only on the capacity to learn and the potential to produce, not on the basis of skin pigments or religious conviction.

Educators, administrators and managers need to encourage the black to prepare himself realistically for jobs in the world of work; to make visible the great opportunity which can accrue from learning so he will want to proceed with the educational process. This means all employers must be continually interested and involved in public and private education — general, technical, vocational, at primary, secondary and collegiate levels.

Able blacks have gone into and distinguished themselves in medicine, law, teaching, government, chemistry, the ministry—to name a few. But the number is small that have gone into educational administration or management, either at the undergraduate or graduate levels. We must find ways to motivate blacks to undertake such education and make valid the opportunities we talk about.

Administrators, managers and employers must constantly bear in mind their attitudes and behavior, for sincerity will be judged not solely by their personalities but also by how they administer the equal opportunity concept.

Educators and employers must not think of the minority group person, particularly the black American, only in the work situation and as an employee. We must think of him as another total individual who lives 24 hours a day, who has fears, biases, love and hate; who wants good housing, the best he can afford, where he wants to live; who wants his children to have a chance at a better life and world; who wants to be accepted for what he is, as an individual is; a person who wants equality in fact—not promise.

Each segment of our society—an achieving society, a tremendously successful society at all times—finds itself with unfinished business. Let's see if in one problem area, equal employment opportunity, we can identify the problem a little, understand it and say, "How does this fit into the role of a market economy which shares its responsibilities between individuals, educational institutions, business, industry and government?"

If we are to espouse an achieving society, we must guarantee the opportunity to achieve. If we expect all people to adopt middle class values, we must offer all people the opportunity to earn middle class money. Our achieving society rest on hope—the opportunity to be motivated! The public and private sectors, of education, business and organized labor must and can insist upon equal employment opportunity.

This country has not lost its ability to respond to challenge, and while the challenges of today seem frightening in their complexity, there is no reason for despair. The more and the greater the challenges, the greater the heroism of thought, deed and courage to surmount them, and the more exciting the prospect of combat; the sweeter the taste of victory for us all.

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A CASE STUDY

Clark Drummond, Program Chairman
Baldwin-Wallace College

Community College is a public-supported institution located in a highly urban, industrial area. Typically, a public-supported community college places few restrictions on the student body it attracts. This college is no exception. Students over twenty-one are allowed to register without a high school diploma, and any high school graduate is accepted. High school grades and ACT examinations are required only for placement in English and Math. The tuition is one of the lowest in the state. Twenty-five per cent of the graduating class last year had financial aid. Approximately seventy per cent of the student body works at least part-time while attending school.

The student body is drawn from many ethnic groups within the county and the state. The college serves many low economic areas and a large ghetto area, riot-torn twice in the past three years.

An evening program educates the adult worker and the housewife in a curriculum that is almost as extensive as that which is offered in the daytime. The economic resources, the range of ability, and the cultural and family backgrounds of the student body could hardly be more diverse.

Problem Situation

The student government chartered an Afro-American Society two years ago. At the end of the first year, at a time when faculty contracts were being signed, the organization put pressure on the administration to hire black staff members for the counseling area and also in the student activities area. At this time, the activities director was in the process of hiring an athletic director, and, in fact, had scheduled the final interview with the selected candidate. None of the candidates that applied for the position were black.

The administration had not anticipated the demands of the black students or the needs from which these demands developed. Under great duress, the administration suggested that the activities director find a black person for the athletic director position, despite the fact that the job had been tentatively offered to a candidate, and the additional problem of finding a qualified candidate at such a late date. At this same time, the administration also discussed the possibility of moving a staff member from the student activities area to another department and hiring a black staff person in order to meet the black student demands.

An honest effort was made to find some black candidates for counseling positions throughout the summer, with the aid of existing black faculty members.

Now, a year later, the Afro-American Society has again listed several demands of the institution. Among these are hiring three black counselors, a black staff member in the student activities area, and a black assistant to the president of the college. Under this pressure, a white faculty candidate will not be considered for these positions.

With the exception of the counselors, it is doubtful that the administration would have considered the mentioned positions at this time without the pressure of the Afro-American Society. (At least, no communication had reached the faculty about these positions until the demands were made.)

Discussion

The described situation is happening in colleges and universities all over the country. In light of the ongoing racial tensions and student demands, it may be well to consider the following points that Community College had to deal with:

(1) These demands grow out of psychological needs of the black student for identity models. Colleges could well take advantage of lessons learned and begin to recruit qualified black staff for positions that are naturally vacated.

(2) Opening up new positions for black faculty could be considered a form of tokenism and is not much different than the "front office" black executive. The position does not have any real responsibility.

(3) What happens to the morale of staff who are seemingly manipulated in order to meet the needs of the administration?

(4) When it is evident that staff changes must be made to produce a healthier racial balance, how can all parties participate meaningfully in effecting that change?

(5) What are the problems of recruiting black faculty and administration?

(6) What effect will white backlash, student and faculty, have in terms of effective operation and programming in the union?

WHAT CAN THE UNION DO FOR DISADVANTAGED STUDENTS?

Ken Allen, Research Assistant
University of Illinois

The winter of our discontent seems steadily giving way to the spring of our displeasure. The worst year in the history of higher education in the United States is slowly coming to a close.

We've seen the tactics of the vocal minority who demand instant social change come head-to-head with the great universities, and for some reason we seem amazed that the institutions have not come out clear victors in the struggle. Only slowly we are coming to realize that the primarily white "establishment" institution, which has perpetuated the society my generation seeks to change, is purely and simply incapable of doing battle and winning. The best illustration of this is in the struggle of minority groups for what they feel are legitimate demands. Leading the fight is, of course, the black segment of the university population.

It is indeed unfortunate that the term "disadvantaged" has become so wedded to any discussion of blacks and black demands. I know many blacks who would never fit that description and many more who reject it. Likewise, we must remember that it is a white man's term which is used to describe people relative to a white perspective of life. At times I really believe that from a black perspective, it is the whites who are disadvantaged, especially in a cultural sense.

There are two points from which we can view the union's role in relation to the disadvantaged. One is to talk of disadvantaged college students; the other is to talk of the role the union plays in bridging the gap between the university and what we call the disadvantaged sector of the community outside the university.

Let me first address myself to what the university can do for disadvantaged college students. The answer: absolutely nothing—nothing that you don't do for any other student. When we speak of the union, we immediately think of social, cultural, and recreational programs. In these areas the crying demand from blacks seems to be, "Treat us not as a special group, but as another segment of the university population that you program for." In other words, don't put a symbolic armband on them and call them special. Just as we have plowboy proms, let us have soul dances. Just as we have international dinners and fairs, let us have soul dinners and black cultural programs. Help the disadvantaged college students to be a part, in their own way, of the typical college experience. Don't make them a separate group that must be viewed from a distance.

The community presents unique problems that universities and unions especially have not in the past been called upon to combat. Hopefully, through this report we can explore the why, what, and how of the bridge we must build between the university and the community.

Throughout this paper one philosophy dominates, that the university has the capabilities and potential for helping people in their locale help themselves, but that this help can be extended effectively only when complete participation in all phases of a program by the members of the community is insured. The university is a resource and a supplement to be used and utilized through the direction of the people it is serving. Also, allow me to indicate that in no way am I advocating that the university should bear the entire burden of the problems. The university is not a cure-all. It cannot and should not, in any way, offer the community a means of shirking its responsibilities. *The university must only be a supplement,* although at times through a leadership role.

Traditionally, universities in general have contributed as much to the town-gown gulf as have the cities. Also, traditionally, the university has not been viewed as the cure-all or even as a participant in solving problems of the community.

Within this past decade, these attitudes have begun to change radically. Now universities across the nation are springing into action, responding not only to the moral call, but also responding out of fear for their very existence as blacks in large cities and small, New York and Champaign, have begun to challenge university complacency. Students have begun to add their voices to the challenge, both through social service action programs and through pressure tactics. This squeeze play is finally bringing university action.

Certainly the Urbana-Champaign campus of the University of Illinois has not, until this year, been in the forefront of these efforts. It has seemed to prefer the same conservative complacency with which so many of her sister institutions have surrounded themselves. In the past year, through the efforts of many individuals and groups, this has begun to change. Through those that are committed to the idea of university involvement in community problems, the traditional role is being re-evaluated and systematically phased out. Now more job-training and equal employment programs exist and minimal advances have been made in social, cultural and recreational programs.

But this, no matter how relatively impressive, seems not enough. Missing is the total university commitment to solve these problems. The university must assume a leading role in community problems and must bring to bear upon the cities and public agencies of its city all practical pressure to begin helping in solving these problems. In no way may the universities allow the traditional white establishment to "cop out" on its responsibilities. *There must be mounted immediately a cooperative effort between the universities and the cities to attack and eradicate these problems.*

It should be noted that this effort is not necessarily contradictory to the university's stated prime objective of education. It can and should be considered a new realm for that education. It is the responsibility of a university to educate for a new age as well as an old; to educate for contemporary problems on a nonacademic as well as an academic basis; to educate for involvement in the affairs of the world as well as the affairs of the person.

The university must begin to realize that the problems of the black man are primarily white; that the racial tensions which now exist are simply functional manifestations of a basically white society, a society which most universities are now geared to perpetuate. Somewhere, somehow, this vicious circle must be broken. The time is now; the place, here. The conditions call for a coming of age by the university in order to avoid the same death at an early age that threatens the citizens of the ghetto.

It would be fruitless and extremely unfortunate if we tried to talk in depth about this problem without discussing some basic needs of the group from the community we most often deal with, the black teen-ager. We must also, for a moment, attempt to thrust ourselves into his position and understand that the mere permission to walk through the front door of the hallowed union building to play pool, bowl, or go to a dance is really the equivalent of tossing a bone to the dog so his howling doesn't keep you awake at night.

Although it would not seem so, I think there are two basic needs of the black teen-ager that are applicable in almost any size community or in any setting. It should be obvious that these two needs are not the only two but the ones most relevant to this discussion. The ones I speak of are a place to go where he is sincerely wanted and welcomed and something to do wherever he goes.

The first problem certainly reflects on the general citizenry of most communities. Outside the ghetto, there are few, if any, recognized teen-age hangouts where the black teen-ager feels welcome. He tends not to want to go over to "whitey's" side of town and usually simply doesn't have the money or the requisite social accouterments, i.e., clothes, transportation, social graces, to patronize these places.

More basic, however, is the difference between white and black teen-age conceptions of recreation. The white teen-ager might pattern his recreational program around bowling, ice skating, golf, or tennis and his social life around movies, an occasional school or club dance, pizza parties, and generally hanging around acceptable restaurants and drive-ins. The black teen-ager, on the other hand, seems to prefer basketball, billiards, and card playing for recreation and much of his social life is centered around dancing and parties.

There is obviously no reason to attempt a value judgment between the two preferences. Both are the results of the subcultures in which the teen-ager has developed. Both need appropriate attention. There is no value in attempting to convert the black teen-ager to the white man's version of fun. It is not only useless and frustrating, it is also completely unfair and indeed racist. This is not to say that all recreational and social avenues should not be open to the black teen-ager. Indeed, they should. However, if that teen-age group is to feel sincerely wanted, initial emphasis must be placed on helping it do the things it determines are fun within its framework of values.

To do this, we must look to how we can involve the black *teen-ager in making the* decisions basic to what he will be doing. It simply will not work to have a group of students, no matter how well-intentioned, sit cloistered in their union board meeting attempting to plan programs for the black teen-ager. In the first place, these students have no knowledge or feeling for the nature of the group they are dealing with. Secondly, the black teen-ager will simply refuse to tolerate this manhandling.

Several weeks ago when I was expounding this variation of self-determination, a graduate student asked me how I could have the audacity to suggest that a black teen-ager had more wisdom than a mature college student who is preparing to go out in the world, marry, and become a leader.

My reply was simple. I told her first that she had to remember that black teen-agers, for the most part, were already out in the world, most married, many with several mouths to feed but that they had no opportunity equivalent to becoming a leader in society simply because attitudes such as hers were keeping the black man subservient. I asked her to remember in high school when her class had its prom or some such event and then I asked who did the planning. Was it the teachers, the principal, the students from the college down the road, or the teen-agers themselves? Then I asked how she or her peers would have felt if it had not been the teen-agers doing the planning? The answers here are obvious. The same principles apply to black as well as white. I maintained then and I will maintain now that the black teen-ager indeed does have more inherent wisdom than a white college student when it comes to decisions intimately affecting the life of the black teen.

Thus, I think there are three basic guidelines to remember when working with black teen-agers in the setting of social, cultural, and recreational programs:

1. ***If the problems of the black teen-ager are ever to be attacked fully, the white establishment must learn to accept and work with him from his perspective, not from a white perspective, and to build on what the black teen-ager feels about himself, his needs, and his world.***
2. *The white man must be willing to participate, if requested, in the same things the black teen-ager accepts as givens, without passing value judgments, if the bridge is ever to be gulfed.*
3. *Most importantly, the white man must be prepared to allow the black teen-ager a large amount of voice in what, when, and how in relation to recreational and social programs. The white can no longer be supreme in the decision-making process.*

Within this framework, I think only a few words need to be said concerning the conduct of the black teen-ager. This, of course, is a special problem. When he comes through the front door of the building, he immediately begins to feel unwelcome and unwanted. His way of reacting to this feeling is often what would be termed "improper conduct" within the building. The only possible way of attacking this problem must be a positive step which will begin to alter the feeling the teen-ager has. Thus, *we must make it perfectly and explicitly clear that the black teen-ager is indeed welcome in the building if he is willing to abide by fair standards of conduct and in general behave himself.* There is nothing to indicate that he will not respond positively to this approach. This change in attitude will not be easy. It will take initially increased communication between *staff and* community members, drastic attitudinal changes on the part of the staff members, and increased positive programming measures.

This leads us then into a discussion of the role of the union in working with and attempting to solve the problem. The union occupies a unique place in the framework and very life of the university. It has served for years as the home away from home for countless students, faculty, staff, and guests of the university and, theoretically at least, is the center of student activities. Traditionally, unions have felt little compunction about having no commitment whatsoever to make their facilities available to the general non-university public, at least to the black portion of it. Somehow, and I must say this although I work in a union, there seems to be little or no objection to the little old lady from the other side of town coming in to have Sunday dinner in the dining room, and less objection to a local businessman renting a motel room for his guests, or the dowagers and artistic community coming to inspect and buy at art fairs, book fairs, international fairs, and whatever other fairs people make money from. Overwhelmingly, the union is still an institution in which if you are black you must stay back—unless you're cleaning cafeteria tables, washing dishes, or running to wait hand and foot on a bunch of ravenous and usually impolite white students.

Thus, the standard first question is, "Why should the union *have to have* anything to do with this problem; why should the union be *expected* to have anything to do with this problem?"

Philosophically, I suppose this problem could be debated ad infinitum, ad nauseum. But I think the time has passed for this type of useless debate. I don't want to sound like a young white radical, but the white establishment (and that happens to include union directors, programmers, and student boards) must realize that the revolution isn't *coming*. *It is already here*. The time has passed for white rhetoric over whether or not; the time is here for black and white discussion on what and how. Morally, there is no alternative. If you are white, you have got to be willing to listen and learn. Our black brothers have been oppressed and encumbered too long. All the talk in the world about how you deplore racism, and how you've never been a racist, and how you've even met some blacks that are now good friends, is useless if you still ask, "Why should the union be concerned?" The answer should be obvious to all. There simply is no alternative.

On an exceedingly pragmatic level, we should remember that community negligence, university ambivalence, and the multifaceted attraction of a college union and its facilities have brought the "outsiders" inside and that there seems to be little or no effective way of moving them back out into the cold. Those that favor police state tactics, I pray to God, are in the minority. Riot helmets, sticks, and meaningless ultimatums are hardly worth the trouble. Just involve the teen-ager in what is going on. Ask him to make decisions and take responsibility for his and others' behavior. Make him feel welcome and wanted and the need for the police state will decrease rapidly.

I'm not a magician and in no way do I want to pretend to be able to give definite answers to these problems. Situations differ. What works in Urbana-Champaign might not work in Chicago or Parksville. Personalities differ, thus approaches must differ. Just as it is not true that if you've seen one ghetto, you've seen them all, it is equally untrue that simply because you have experience in one setting you can solve the problems of any setting. I can't tell you what type of things the union should do in the way of access to facilities and programming—these decisions must be made in tandem with the teenager himself. Involve him. I can't tell you how to build a structure through which the community can speak for itself without having to intimidate the entire building. Go out and look around your community; force yourself to visit the black recreation center or whatever; listen to and learn from those voices, and then you can cooperatively decide how to build the structure. Again, involve him.

I stated at the outset that there must be a total university commitment to community action. That point deserves emphasis here. The union cannot, and indeed should not, be expected to bear the entire responsibility for community programming. It must only be a part of the greater university effort.

I mention this again only to make an additional point. Don't ever use the argument that your union isn't doing or can't do anything in this area because there isn't a university commitment. If I may be blunt, that's the coward's way out. Don't be so damn parochial. Get out from behind your desk, develop an expertise in the problem, prepare yourself, and then join the others that feel the same way and go pound on the chancellor's or president's desk until you get a university commitment. And don't be too shocked if you have more students on your side than ever before—most of them sort of like people that can combine a social conscience with guts.

What more is there? Look around you, ask the questions and try to find the answers, set a course and follow it—the same procedure you would follow with any problem. Remember: "If you're not part of the solution, you're part of the problem."

More than anything, I would urge you to take a lesson from students (and by this I mean the students who are doing truly constructive things). Be idealistic, yet temper your idealism; be realistic, yet most importantly, temper your realism with idealism. Learn to dream again; believe in a better world; dream of what could be and ask, "Why not?" Be a brave leader rather than a timid follower.

I can think of no better way to close than the way Bobby Kennedy once began a book, with a quote from Alfred Lord Tennyson, a man who at one time or another seemed to say it all:

> "The lights begin to twinkle from the rocks:
> The long day wanes: the slow moon climbs: the deep
> Moans round with many voices. Come, my friends,
> 'Tis not too late to seek a newer world.
> Push off, and sitting well in order smite
> The sounding furrows; for my purpose holds
> To sail beyond the sunset, and the baths
> Of all the western stars, until I die."

Patricia Nelson, Program Director
Chicago Circle Center
University of Illinois of Chicago Circle

The union has several avenues of approach to the disadvantaged student. One avenue is through community involvement. Depending upon the attitude of the university, the union can open recreational and meeting facilities to the community groups and agencies. The major problem with this approach is usually one of public relations with the campus community. We have all heard the criticism from students and faculty on our campuses when they discover facilities which they wish to reserve already committed to off-campus groups. And the union cannot ignore their primary responsibility which is to meet the social, recreational and cultural needs of the campus community. Meeting the requirements of both the on-campus and off-campus communities can be difficult and fraught with disruptive possibilities.

The union can also provide opportunities for student involvement in community affairs through human relations committees of one sort or another. Whether or not this type of programming is appropriate to a union is probably dependent upon the attitudes of the university "establishment." Without university support my suggestion would be to forget the whole thing and hope that some sort of community action group will form itself outside the structure of the University.

It goes without saying that attitudes of building staff will be continually tested in daily confrontations with people who have different attitudes and backgrounds. It seems to me that directors should be aware of this and confront the problem directly through staff seminars or something similar. And do not limit involvement in these seminars to top staff in the building. Get the barbers, the bowling alley attendants, and the cashiers involved. As a matter of fact, this might be a great idea even if you are not planning community use of the building. I'm certain anyone reading this paper can name at least one staff member who apparently feels that the university would be a great place to work if there were no students enrolled.

In terms of dealing with "disadvantaged students" on your campus, it would seem that the union owes exactly the same services and consideration to these students that it owes to any student. There may, however, be some special consideration to keep in mind in attempting to involve black students in program planning. While the average white student may feel perfectly comfortable about joining a planning group, some black students, at least, may see the planning groups as racist simply because it's mostly white. And if you are to do any programming aimed at exploring black culture it would seem important to involve black students in the planning. Your recruiting program in this instance may have to be very special and sensitive in order to overcome preconceived attitudes on the part of the black students. Assuming that black or white prejudices do not exist simply won't make them go away. Many white students will find that they relate most easily to black students who share their white attitudes. And many black students are trying to establish their relationships with Black Nationalism. The establishment of an environment which permits these students to work effectively together, with understanding and sensitivity, will require expenditure of effort and some luck.

The rewards for success in any of the approaches suggested above are enormous. If students and staff gain some understanding of backgrounds and cultural heritages different from their own, if they develop a feeling of responsibility for the conditions of the lives of others, the union has done its job.

Andrew A. Bushko, Director of the Co-Curriculum
Park College

"Should the union program for disadvantaged students?" Several vague answers generally come to mind in response to this question. They range from "Sure" to "Any socially responsible person would" to "It's the thing to do" to "If I don't the commie radicals will riot". Perhaps the most honest answer would reflect a little of each of the responses offered as examples.

However, even this complex answer is more a function of the gut than the intellect. Union programming requires that social concerns and tensions be turned into solid objectives. If anything more than "Uncle Souling—the adoption of superficial traits to make both blacks and whites seem like they have the proper devotional attitude towards things "Black"—is to be accomplished, vague feelings must be replaced by solid goals, priorities, methods and the hundred other things that constitute a good program. Only these specifics will allow one to arrive at a genuine answer to the question "Should the union program for the disadvantaged?" Too often union organizations overlook their ability to do anything worthwhile in their rush to simply "do something".

The first thing that must be done is the establishment of a priority list for projects. First on this list should be the alignment of the basic and broadest university policies and procedures with both the realities of life in disadvantaged areas and the realities of human behavior. Of particular importance are curricular and admission policies adjustments. Unless a commitment from the parent institution can be made in this area it would seem that any union program would be of the hand-to-mouth variety in that it would be operating without any articulated reference to long range effect. As one can see my thinking leads to the conclusion that unless the university as a whole does not act upon the problems of the disadvantaged there is little long term or large scale good that the union can accomplish. This does not mean that the union cannot take a leadership role in getting the cumbersome machinery of the college or university to move. In fact in many instances this would be an excellent and gratifying role for the union to fulfill. It does mean that union programming for the disadvantaged without general institutional programming is very much like fixing the kitchen of a house when the foundation is rotting.

Once the problems of the university in general have been put into working process (not sub-committee abeyance) the union can legitimately consider the issue of programming for the disadvantaged. Three fairly definable themes are visible in this terribly complex issue. They are:

- -what are the goals of the program?
- -are these goals worthwhile?
- -can our organization accomplish the goals we have established?

In day-to-day terms this is the essence of "Should the union program for the disadvantaged?" These three questions leave behind imprecise feelings of corporate guilt and social responsibility and thrust into the perception of an organization the dimension of genuine operational reality.

The most crucial element of the above described questioning process is the development of an appropriate standard of measurement - actually a value system - that allows one to assess the relative worth of a project. Moreover, if kept in mind from the beginning, a standard of measurement can serve as a guide to the construction of objectives. In terms of the union, the community, and the disadvantaged it would seem that the old standard of a balanced program of social, cultural and recreational activities is inadequate. (In fact I have questions about the adequacy of the old standard in almost any situation.) New situations and new roles call for new standards of judgement. Standards written in the denomination of program types must be replaced by standards written in the denomination of interpersonal relations. Programs which have been judged by the social, cultural, and recreational yardstick must now be judged by a yardstick that asks:

- -is trust among people increased?
- -are cooperative attitudes enhanced?
- -is a greater integrity of relationships promoted?
- -are the barriers separating people weakened?
- -is an appreciation of the worth of individuality nurtured?
- -is self-respect enhanced?

This standard of judgment is open to any number of programs. It does not say what type of program should be executed but rather what a program should accomplish. This is the heart of the problem—when working with the advantaged or the disadvantaged, and perhaps it will better allow you to answer the question "should the union program for the disadvantaged student?"

THE BLACK ARTIST AND THE CULTURAL REVOLUTION

David C. Driskell, Chairman
Department of Art
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In the years prior to 1960, one seldom heard of an African Studies Program and little or nothing was said of an Afro-American Studies Center. Today, if one is not talking of such a program, he is liable to be locked up in his office until he confesses, through force or fact, that Black Studies are "what's happening." We are all aware of the rapid changes that have taken place in the academic field during the decade of the sixties. Things are changing so rapidly until many of us, meaning black Americans, who once felt that being "left out" was a virtue of the American system are now beginning to feel "over-counted-in". We are being bombarded from every direction with the sudden desire to know as much as can be known, on an instant basis, about the culture which centers around the black man in America.

Now how is it that we are suddenly able to face up to our inadequacies and omissions about the history of the black man in this hemisphere over the past 350 years? A part of the answer is that the pressure to righten the record has come from students. They have come before us packaged in several forms. In the early 1950's they stood out as existentialists promoting the concept of total involvement in human problems. Next came the beatniks who challenged our established values about morality and ethics. Then there were others who cannot be neatly packaged. These were those persons who came before the present student generation of hippies, yippies and total nonconformists. All of them have had one thing in common. They have all been dissatisfied with "the system". In the academic community, the system is referred to as parents, faculty, administrators and trustees. These students believe that "the system" has perpetuated war, middle class ideals and built false hopes for the great integration dream in American society. In essence, they are saying that they are tired of our shaping the world after our own narrow beliefs which center around unfounded prejudices and limited opinions. They are demanding that they too have something to say about the curriculum, the societal practices that affect their lives and those human values that we normally reserve to be handled by the specialists such as chaplains, deans of chapels and student personnel deans.

Consequently, the present desires by black and white students alike to know more about the cultural history of the black man in America have called for curriculum changes that touch upon every working department in the university system. A vital area such as Student Personnel Services certainly cannot be left out. It should be called upon to lead the way in making available programs which speak to student needs reflecting societal changes that have long been overlooked.

The university centers are the crossroads of our campuses. At these crossroads should be posted those powerful weapons of communication and useful tools for the promotion of a meaningful cultural atmosphere on the campus. Art is one of the weapons that should be used.

Exhibitions of works of art, lecture-demonstration series, and audio-visually oriented programs can provide the services that are needed to help close the gap in our understanding of the contributions made by blacks to American culture. This, in essence, is a vital part of what students have demanded from us. The means by which we should achieve these goals are debatable. But we are aware of the omissions that have taken place in this area of our academic history. It is now up to us to correct this problem.

It should not be necessary to justify the existence of a curriculum in higher education which emphasizes the role that the Afro-American has played in the cultural history of this country. This should be an accepted and accurately acknowledged area of studies. The Afro-American has been in this hemisphere for more than 300 years. Historians have rendered him uncultured, without a history, and without a past. In other words, some historians would have us believe that the black man in America has remained static during the past 300 years and has not moved beyond his former position of servitude. This implies that he has made no contribution to American culture worthy of mention. This misconception about the black man's history in America has been perpetuated by the omissions of historians and educators alike.

One needs only to listen to the blues and the spiritual or see the graphic works of Jacob Lawrence and Charles White to know that the black man has contributed vitally to many stages of American culture. Our students are now demanding that we tell a true history of America which includes black history in its proper perspective.

A segment of the public is aware of the achievements that Afro-Americans have made in the theatre, the concert hall, and in literature, but few know of the many contributions that he has made in the areas of the graphic and plastic arts. Some think of Afro-American art as a discovery of the 20th century but it is by no means a new form of expression, even though it is not well known in the general context of American culture.

The circumstances which prevented black artists from being brought into the mainstream of American art are numerous. Some artists have fitted into periods of production since colonial times. They became the labor force which helped to build this country. Thus, as artist-craftsmen, they were not duly credited with the many contributions that they made to the culture of colonial America. Their contributions range from architectural works to household items. They were skilled as portrait painters and graveyard sculptors and they worked in many other areas of the plastic and graphic arts.

Contemporary Afro-American art can be regarded as a synthesis of several forms of expression. Even though it has held on to all of the traditions of Western art, there is, in the making, an attempt to create an ethos which reflects the culture of the black man in the United States. This is what some people mean by *Black Art*. Consequently, many styles have been explored by artists attempting to find themselves in the midst of this cultural revolution. It is for this reason that these styles are diverse and lack the unity of form commonly referred to as a school of thought or a particular ism.

Each artist has attempted to express in his own way his basic identity with American culture. It is therefore obvious that the styles of expression by black artists will not be limited to one general movement. Some artists have chosen to work specifically with black themes. Others have chosen to concern themselves with the joy of painting in abstract and expressionistic styles. There are also the romantic realists as well as those who address themselves to the aesthetic mechanics of medium alone.

Some Afro-American artists have directed their work toward themes which echo an African heritage. Their artistry is one which has been adapted into American culture like the forms that have come from other civilizations. During the 20th century, individuals, groups of people and foundations have attempted to provide the black artist with an audience and a means of participating in the culture of this society.

The most objective program launched to give the black artist national recognition, prior to WPA days, came not from organized art circles, but from philanthropist William E. Harmon, who with the able leadership of Miss Mary B. Brady, founded the Harmon Foundation. This institution took upon itself the organization of a series of exhibitions of works by black artists that were held at reputable art centers throughout the country. Awards and citations were given from 1925 through 1935. This paved the way for the movement which was to be later recognized as the Negro Renaissance. Centered in Harlem, its founding father was the eminent young artist, Aaron Douglas. He later came to Fisk University where he founded the Art Department.

Following the initial efforts of the Harmon Foundation, the College Art Association of America, the American Federation of Arts, and the College Art Service lent organizational support to the circulation of several exhibitions comprised of works by black artists. Institutions such as Howard, Fisk and Atlanta Universities then took the lead in organizing exhibitions that helped to establish the Afro-American artist as a vital contributor to the visual arts.

Alonzo J. Aden, who in 1943 established the Barnett Aden Gallery in the nation's capital, "primarily to show promising Negro talent in the visual arts," became one of the important gallery directors in Washington, D.C. James A. Porter, Alain Locke and James V. Herring wrote about the Afro-American artists and thus lent support to the understanding of the contributions that these artists made to the culture of colonial America.

It has already been pointed out that in colonial America, the black slave was artisan, laborer and skilled craftsman. He worked at the command of his master in many media that would be looked upon today as crafts.

Black people left behind in Africa a rich heritage of technical competency in the art of bronze casting and general metalsmithing when they were brought to America. Here they were able to adapt their skills to the demands of colonial artistry. In New Orleans and Charleston wrought iron balconies and grilled fences were popular. Some African slaves had experiences in metal forging and were able to adapt their native skills to the growing demands of southern life. Thus, their art forms melted in with the work of the French and English, who had already set up criteria for the role of the minor arts in America. For this reason, African design survived in only a few of the examples that have come down to us in the 20th century. The artisans who provided their services are not known to us by name, however, numerous accounts of the success of their artistry appeared in several newspapers where slaves were advertised for sale throughout the nation.

During the colonial period, it was not fashionable to have slaves enjoy the leisurely oriented privileges of painting or drawing. So it was not until the career of Henry O. Tanner, (1859-1937), in the latter part of the 19th century, that blacks were tolerated as artists.

Black people were not looked upon as having the skills and the powers to communicate in the fine arts. As late as the year 1867 the following statement, which summarizes white attitudes about the black artist, appeared in the *New York Herald Tribune*:

> "The Negro seems to have an appreciation for art, while being manifestly unable to produce it."

Note the similarity in expression to another statement which appears in a book written in 1965 by two of America's leading art spokesmen, Bernard Rosenberg and Norris Fliegel. When asked about the role of the black man in contemporary American art, this reply was given:

> "It is significant that on close interrogation and with all good will, our artists were unable to identify a single top-flight Negro painter or sculptor now at work in the United States."

These two statements tend to reflect truthfully the attitude that white Americans, and specifically critics, have had about the art forms produced by blacks since they came to this continent.

Joshua Johnston, (ca. 1770-1830), began painting while he was still a slave of a wealthy Baltimore family. But Johnston must be looked upon as an isolated example in American art. He rose to prominence as a portrait painter because his master was tolerant. His work has been included in some of the important collections in eastern museums. It is interesting to note, however, that Johnston was not considered a black man until research was done on his life in the 20th century. It was then discovered that the description "free householder of colour", which appeared in the Baltimore Official Directories between the period 1796-1824, actually referred to him as being a colored man who worked or made his living with colors. He was a limner of considerable distinction.

Evidence is also available which shows that black artists often provided inspiration and examples in various trades and crafts for some white artists who later gained recognition as American masters. An example of this is the following: Gilbert Stuart is said to have "derived his first impressions of drawing from witnessing Neptune Thurston, a slave who was employed in his master's cooper shop, sketch likenesses on the heads of casks."

The skills gained by these artists as portraitists, engravers and lithographers often enabled them to earn handsome wages or salaries commensurate with their employ as freedmen. Some became freedmen by providing their work as craftsmen, but their general acceptance as artists was yet to come.

While a small number of black artists were taken into the studios of prominent masters and taught the skills of painting, engraving and sculpture, along with other pupils, such an act of charity could not be looked upon as common practice. It was through study as an apprentice to a white engraver that Patrick

Reason, (1817-1850), learned the graphic arts process. Robert S. Duncanson, (1817-1872), and Edward M. Bannister, (1828-1901), were accorded very few of the privileges of exhibiting their works in the major museums of this country during their lifetime. Duncanson grew up in the Cincinnati area, studied in Canada and later migrated to Scotland. He then went to London where he won the acclaim of the critics as early as 1866 and was called one of the great landscape artists of his day.

A decade or so before Duncanson had received fame in Europe, Edward M. Bannister, of Providence, Rhode Island, had made important strides as a painter here at home. He is formally recognized as being the first black man in America to achieve distinction as a professional painter. He was equally well known as a promoter of the arts and was one of the principal founders of the Providence Art Club, which remains to this day one of the most important art organizations in New England.

One can only surmise from the aforementioned bits of history that the black artist in America has for a long time been at the mercy of a racist society which has never considered him capable of the intellectual capacity to paint or participate in the fine arts. At this moment in history, students are demanding that black culture become a part of American history. The curriculum of the contemporary university should now affirm the fact that black culture is an important part of American culture and history.

In order to implement some steps toward this affirmation, I would suggest the following simple programs which may aid toward solving some of the problems we now face in visual communications: (1) That course content be changed to reflect those contributions that the black man has made to American culture, (2) Audio-visual aids be employed with the intent of playing a very important role in dispelling the misinformation that we have about the black man's "place" in American culture. Movies, slides, filmstrips and photographic exhibitions are available which point to the direct contributions that have been made by Afro-Americans from slavery to the present time, (3) Since some black universities have organized courses of study which will contribute to the understanding of black culture in the United States, resource persons from these schools should be invited to lecture at university centers, (4) Exhibitions have been organized at places such as the Smithsonian Institution, the Frederick Douglass Institute of Art and History and at several universities throughout the nation that can be obtained for a minimal fee. These resources should be utilized, and (5) the enthusiasm of students should be capitalized upon to search the community to find out what local talent is available which would give a sense of participation in pertinent programs at our institutions of higher learning.

In summarizing, may I remind you that giving lip endorsement to new programs which touch upon the cultural heritage of the Afro-American is not enough. We must work toward the establishment of sound courses of study reflecting the rich heritage that the black man has manifested in the building of America. His music, dance, speech and, finally, his contributions in the visual arts attest to his heritage and history. We must now make use of all available resources toward the establishment of a lasting record which is all inclusive, all comprehensive and above all—factual. The visual arts created by black Americans have not been used enough toward the accomplishment of this goal.

CAMPUS ACTIVITY-EBONY HUE

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"Generally speaking, when one moves from the arena of scientific and technical problems to those problems involving change in human institutions, one cannot say that the universities are a significant intellectual base for the main attack. In fact, a good many university people whose field should give them a legitimate interest in these matters barely understand what the relevant problems are. Many are debating policy alternatives left behind five years ago. Few are planning the kind of research that would sharpen policy alternatives." This quotation from John Gardner, spans the breadth of the question of who is leading whom. In the university community during the latter part of the twentieth century, we have been faced with the question of student "activism" on the college campus and in the greater community at large. The designation of communiversity as a part of the conference theme strongly implies that there is a valid and respectable role for the inhabitants of the university to be involved with the inhabitants of the community.

When I was asked to present this paper concerning black student "activism" on black campuses and white campuses, someone asked if I would dwell on the many kinds of "activism" which now seem to exist. I replied that I would spend most of my time, not on discussing the fact that activism does exist, but on attempting to identify legitimate reasons for black student activism on black campuses and white campuses, and developing perspective for black and white faculty and administrators to cease reacting to this activism and move into developing new policy alternatives.

We all know the reasons for student activism but some of us refuse to accept their legitimacy. If we did we could best spend our time wisely with some development of new policy alternatives which would assist the university and the members of its community, (faculty, staff and students) to develop the significant role that the university—especially the black university—must play in the future development of an equitable way of life for human beings.

We have to discuss student activism with two basic underlying assumptions:

(1) That student activism arises from the fact of students wanting to be significantly involved in and a component part of the determination of an institution's destiny,

and (2) That some student activism arises as a result of reaction to continued social and human injustice, reflected in the wider community as well as on the campus.

With these two assumptions underlying the development of this topic a brief background sketch of what ingredients have gone into the making of today's college student is in order. A brief background sketch of the present generation of college undergraduates has several elements. This college generation and the last half of its predecessor: (1) is the first to enter college—having spent their lives from *day one* under the constant bombardment of various forms of audio-visual technology. The impact of this daily exposure cannot be underestimated. Psychologists and other analyzers of human growth and development tell us clearly that *environmental stimulation* has its effect at a very early point in one's development, (2) represents the first to have spent all of the years of its secondary education either in a "pretended situation of racial integration" in the school, in an extremely hostile situation where token integration was a part of the secondary school or a hostile environment in which total segregation still existed in the secondary school. For the student who comes from the big city this means that he has spent his secondary school career in a system of constant frustration whether it was identified as such or not. For the student from the rural area, this has meant an extremely consistently high level of identified frustration. ranging from concern about getting to school, where such travel problems exist, to concern about one's physical safety (not to mention one's mental safety), (3) is the first to be exposed to "good, qualified, teaching" consistently (as identified by the level of teacher preparation by the great universities), (4) is the first to be "robbed" of extensive participation in group processes normally acquired in the secondary schools.

(5) is the first to be able to visually compare social justice and injustice daily and, (6) is the first to exist during a time when he can begin to express some of the "suppressed rage".

Without continuing to list characteristics which make this generation unique, as all other college generations have been unique, I would like to hypothesize that the existence of the characteristics which I have just listed is highly significant and needs to be accepted and understood by those who work with today's college generation.

This is not to say that we should not try to "understand the students" but that we might best spend our time understanding the forces which affect student behavior. The one sad note about knowing about the students, attempting to understand them and more importantly *accept* them and their points of view, is that most faculty, administrators, and student personnel workers are "tuned out" to the basic facts about these students, do not accept these facts at face value, but begin to rationalize about them. Once the first step is taken to rationalize student questions, demands, and/or concerns, then the ultimate decision is made and the basic foundation is laid, to rationalize the eradication of the student should he "rock the status quo".

This becomes a very dangerous kind of reaction because it serves to say that we do not accept any validity for student activism on the campus, and rather will sit it out unless it becomes too dangerous or too threatening for the institution, and then we will need to remove the threat which, of course, would be the student. Unfortunately, this has been the chief avenue of reaction in the various protests across the country.

Reactions have ranged from immediate dismissal of students who are involved, or thought to be involved, in protest; to immediate dispatch of the local, state and sometimes national police (you will notice I preferred to identify the National Guard as the National Police because it seems that this is the role that they now play in relationship to college campuses); to the extreme that a governor of a state must dispatch a memorandum which says in no uncertain terms, we will not accept any validity for student protest at state-supported institutions.

College administrators and faculties, especially faculties, have managed very successfully to remove themselves from the immediate confrontation and the immediate issues which underly the student protests. Perhaps, this is due to the question of "institutional survival" as opposed to "individual survival".

If we really investigated closely the things which students get active about, we would see that if it were deemed important, the faculty on any college campus anywhere in the United States could influence some change in shifting the direction of institutional goals and approaches toward some of the goals which students articulate as important. The consistent absence of such reaction, with a few exceptions, indicts the university community as steeped in tradition and afraid to change. With this kind of inactivity on the part of the power structure of the college community as related to its own program, how then can we expect this power structure to influence changes in society at large to bring about "communiversity"?

It is interesting that most educational leaders who have become significantly identified as a part of the improvement of higher education have been those who injected a fresh, new, sometimes highly controversial point of view rather than those who chose the calm, safe approach of the *status quo*. Most of those represented in the latter group are obscure even in their own institutions.

By way of introduction, I have identified some basic characteristics of the students whose actions we are analyzing, and will present some points which will in some way influence the analysis. Student protests by black students on black campuses and black students on white campuses are a product of (1) an extension of societal problems of social injustice, and (2) a genuine desire of students to become more a part of the minority which operates our educational institutions.

In the *Souls of Black Folks* by W. E. B. Dubois, published in 1903, he put forth a role for black colleges as follows: "The function of the Negro College, then, is clear: It must maintain the standards of popular education, it must seek the social regeneration of the Negro, and it must help in the solution of problems of race contact and cooperation. And finally, beyond all this it must develop men. Above our modern socialism, and out of the worship of the mass, must persist and evolve that higher individualism which the centers of culture protect; there must come a loftier respect for the sovereign human soul that seeks to know itself and the world about it; that seeks a freedom for expansion and self-development; that will love and hate and labor in its own way, untrammeled alike by old and new. Such souls afore time have inspired and guided worlds, and if we be not wholly bewitched by our Rhinegold, they shall again. Herein, the longing of black men must have respect: The rich and bitter depth of their experience, the unknown treasures of their inner life, the strange winding of nature they have seen, may give the world new points of view and make their loving, living, and doing precious to all human hearts."

The projected role of black colleges in America for the future runs an interesting parallel to that projected by Dubois sixty-six years ago. There is one distinction, however, which now exists. This distinction is the fact that the black college must help in the solution of problems of race contact and it also must help to lead in the solution of socio-economic problems among black people. Much of the thrust of black student activism on the college campus relates to projecting a role of the black institution which is more intimately involved with the status and social regeneration of the low income black.

It is interesting that for the last sixty-six years higher education in the south has expanded and grown. The systems of public higher education maintained by the fifteen southern states and three borderline states have remained for all practical purposes segregated, with the predominant institutions in the state (the white institution) receiving the bulk of financial and moral support, while the black institutions continue to receive the smaller amount of financial support and often have faced such a low level of moral support as to discount that such really exists in the wider community. At the same time, northern, eastern, midwestern, and western white institutions have very slowly increased the enrollment of blacks. The number of black graduates from black institutions in the south has increased from about 500 in 1900 to approximately 10,067 in 1967. The access to higher education by blacks in the United States has been made possible mainly by the existence of black institutions, most of which are located in the south.

Graduates of these institutions have proceeded to further higher education, completing successfully work for advanced degrees. Such graduate professionals have returned to these institutions to staff them in the pursuit of continuing education for black youth.

Student demands want already existing black institutions to have a more sensitive developmental structure for educating to help black people. More blacks from lower-socio-economic families are attending college and sharply point out this need.

As more students are enabled to attend colleges by means of federal and private funds, the over-all programs of black and white institutions need to be revamped. We see several paradoxical things at work, for example: we say that the students come better prepared academically—yet our curricula do not change to allow for this. We know that these students have not had extensive group experiences, yet we provide no real opportunities for these to be developed.

Where black institutions already exist—students do not have to ask for separate union buildings, they already have such. Therefore, they ask for social and recreational programs which will allow them to be involved with assisting the internal and external community toward greater use of its potential to solve social problems.

Generally, demands at black institutions parallel those at large—with the additional demands that black colleges and universities become more involved in helping to change the plight of black people. As students verbalize it, the black institution should be more sensitive to the needs of black people and do something about helping the wider society meet those needs.

Basically, the desire for participation in institutional governance and the desire to have higher education institutions relate to solving social ills and removing social and human injustices are strong motivational forces in the question of black student activism on white campuses—just as they are on black campuses. However, some additional ramifications of these forces exist on the white campuses. You will note that these are identified as additional ramifications of the other previously named forces rather than additional forces. In fact, the bulk of motivational forces here fall in category two—to assist in solutions of social ills and social and human injustices.

If one reads carefully, the protests of blacks on white campuses, they are: (1) demands for more (increased numbers of) black students, (2) demands for financial assistance to make possible increasing numbers of black students, (3) demands for more (in many cases more will mean the first) black faculty, staff, and administrators, (4) demands for curricula which accurately teach about black people, (5) demands for separate housing for blacks, (6) the demand for separate student unions for blacks—of specific concern to the staff of college unions. (7) discontinuing use of standardized tests as the sole or major criterion for admission to the institution and (8) equitable salaries and working conditions for non-academic employees on the white campuses, many of which are black.

These few represent the range of demands on white campuses. Underlying demands which do not get verbalized are such basic "gut-level human demands" as individual respect and acceptance of the student as a human being rather than as window dressing. This is especially acute in white institutions which have (for the sake of meeting the requirements of the Civil Rights Act, Title VI, regarding federal funds to higher education) rapidly secured black students to attend their institutions without real commitment to extending higher education and its social, cultral, economic and humanitarian benefits to these students as equal members of the academic community. These students regularly are confronted with day-to-day discriminations levied by fellow students and even more alarming by (I consider alarming that even one such person would be so accused), faculty and staff members—yes, sometimes even including members of the college union staff.

Also included as a non-verbalized concern underlying student demands especially in the area of union buildings is the lack of sensitivity of union directors and boards of unions to the needs of black students so recently added to the community. A case in point—how many unions which lease self-supporting auxiliary services such as beauty shops, barber shops, shoe shine shops, in some cases even hobby shops, are aware of the fact that in many instances services are not available to the black student? It is sometimes impossible for the black coed to have her hair coiffured without leaving the campus. It is disheartening for a black male student who wishes to get his hair cut, but who cannot use the facilities of the campus union because "the personnel are not trained to cut his kind of hair".

It is most defeating to be mistaken for the "maid" or "janitor" by fellow students, faculty and staff. None of these items are academic—they deal with humanness.

Charges that union programs are not relevant are hurled at many institutions. This is probably a spill-over from the belief that academic programs are not relevant. Some random questions asked of your black students on your campuses might be very revealing about some of the underlying non-verbalized problems which are manifested in larger demands. These might point new directions for union programming.

Where does the union program fit into student demands, and how does the union respond? Three levels of activity are suggested at the union level, the institutional level and at the community level.

(1) Union Level: Genuinely assess the union *program and services* and its impact (or lack of it) on the black students on the campus. There is nothing sacred about having professionals determine program. The principle of involving those in planning who will be recipients of that planning should be observed. Kenneth E. Boulding presented this well in the WICHE sponsored Self-Study Institute - *Colleges and Universities as Agents of Social Change*. Concerning the status of students, he said:

> "In these days one cannot allow one of the strands in the composition of the university to go unnoticed, that is, the students. Although there are times these days when one gets almost a little nostalgic for apathy, certainly this is a very remarkable student generation raised as it has been from babyhood on Dr. Spock and TV. The great problem here is that students occupy an uneasy status within the university. They are not merely customers, although they do have somewhat the relationship to the organization that customers have to Sears-Roebuck. Neither are they quite members of the community, though they are perhaps closer to this these days than to being mere customers. It is this intermediate status between the customer and the member which makes the problem of student unrest and dissatisfaction so hard to handle."

In other words, the outputs which are realized are better supported and shared if the input is broadly based and includes the potential consumer of the service.

(2) Institutional Level: The university does not exist as separate camps—or rather it shouldn't. Administrators, faculty, staff and students exist to interact with each other and are all responsible for the stability of the institution. If this is acceptable, then the voice of union staff should be heard helping other segments of the academic community effect change.

(3) Community Level: Union buildings provide a "natural" for extending the university into the community. "Learning for living" classes might well be opened to the community. Some may be planned especially for community blacks. A beautiful example of a program would be an out-reach of the union to the local federal housing project with a class in "welfare law". You could get one of the law professors to teach it!!!

Union staff can work to add action to lip service about helping solve the community problems. Work as a citizen to make sure that all of the feeling of community is not left on the campus when you leave.

SUMMARY:

Black students on black and white campuses are expressing a desire to be a part of the input which determines quality and quantity of output. In this sense, they are reflecting the basic demands as are students in general. Added to this situation, however, are the innumerable social injustices heaped upon black people. It is mandatory that all persons who work with black students read ***Black Rage*** by William Grier and Price Cobbs. A summary statement from this book will pull together some of the submerged feelings which are not verbalized, but get expressed as a part of black student activism.

> "America began building a cause when black men were first sold into bondage. When the first black mother killed her newborn rather than have him grow into a slave. When the first black man slew himself rather than submit to an organized system of man's feeding upon another's flesh. America had well begun a cause when all the rebels were either slain or broken and the nation set to the task of refining the system of slavery so that the maximum labor might be extracted from it.
>
> "The system achieved such refinement that the capital loss involved when a slave woman aborted could be set against the gain to be expected from forcing her into brutish labor while she was with child.
>
> "America began building a potent cause in its infancy as a nation.
>
> "It developed a way of life, an American ethos, a national life style which included the assumption that blacks are inferior and were born to hew wood and draw water. Newcomers to this land (if white) were immediately made to feel welcome and, among the bounty available, were given all blacks to feel superior to. They were required to despise and depreciate them, abuse and exploit them, and one can only imagine how munificent this land must have seemed to the European—a land with built-in scapegoats.
>
> "The hatred of blacks has been so deeply bound up with being an American that it has been one of the first things new Americans learn and one of the last things old Americans forget. Such feelings have been elevated to a position of national character, so that individuals now no longer feel personal guilt or responsibility for the oppression into itself in the form of folkways and storied traditions, leaving the individual free to shrug his shoulders and say only: "(That's our way of life)."

Underlying black student activism, then, is the released expression of the effect resulting from the cause which young blacks now see as having been built into the American fabric. One of the oldest institutions which had the brain power and academic know-how to bring about and effect social change is now being jolted out of its conservative *laissez-faire* groove.

RESPECT FOR LAW AND ORDER—?

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It has become a virtual byword in these times to speak of the "declining respect for law and authority." In every quarter we seem agreed on the note, sounded daily by all of the mass media, the the citizenry is not only failing in honoring specific laws but also displays a mounting disregard for the "rule of law" itself as an essential aspect of the democratic way of life. But even as we echo a common concern, it is not so clear that we are all agreed as to what we mean and to whom and to what we are referring.

With the trend toward increased urbanization and the metropolitan pattern of distribution, the conditions traditionally associated with deviant behavior and crime, have been accentuated. Throughout history the great city has been the setting par excellence for crime and the criminal. But it should be apparent that the increasing lawlessness is only a surface symptom of a more deep-seated and more pervasive malaise. Many of us seem determined to fail in our assumption, if not our understanding, that crime is the lengthened shadow of the community. While the community is changing drastically, we are still straightjacketed by its old shadow. We recognize statistical changes—over four million people added to the United States population since 1960 and more than 115 million now living in metropolitan areas. But we fail to see that the emergent metropolitan society is something more than new numbers and a new distribution of the population. There has been initiated a totally new set and complex of social relations. It is the newly emergent social groupings of the developing community whose strivings and aspirations have brought about a new condition of confrontation within the society. In the great city impersonal relations and individual detachment are the prevailing condition. It is this new way of life which magnifies the whole problem of law and order heretofore identified with the marginal world of the ghettos.

In view of the current chronic confrontations between the law and the practices which have been generated in great sections of the population of our cities it is instructive to recall an observation made, over twenty-five years ago, shortly after the repeal of the Prohibition amendment, by Donald Taft, a leading American criminologist.

> "American culture does not demand or approve obedience to all laws . . . . The slogan 'obey the laws' is never meant to be taken without qualification. It is but a slight exaggeration to say that *most* conservative people believe that *other* people should obey *most* of the *most important* laws *most* of the time . . . . The implied injunction—'break no laws'—is not obeyed even by the most meticulously moral."

Lack of respect for law very often is assumed to be evidence of a willful disregard for legitimate authority and evidence of personal defect and shortcoming. We have much to learn about the mysteries by which societies generate an abnormal response within their own circle. It is the social structure itself which contributes to such behavior. Indeed, it is the self-same social structure expressing its force and influence in an ambivalent manner which produces on one hand the conforming individual, the person respectful of the social codes, and on the other, the deviant and lawbreaker who are disrespectful of the law. It may well be that what we observe as "disrespect for law" is a normal reaction of normal people to an abnormal condition.

Many of the problems which are confronting us today have meanings and hence a significance which are quite different from what we have traditionally ascribed to them or to the situations they represent. For example, there is much said these days about the estrangement of the young and the old; we speak of young people's being alienated and estranged from the adult community. We refer to persons frequently as members of groups which do not identify with the general community, who live to themselves in some separate place according to their own standards. We see them at least in some measure at odds with the norms and values, with the law, and with established institutions of the society.

Some very profound changes of revolutionary proportions are taking place in American society. The contemporary American revolution involves, among others, three factors that have challenged the traditional institutional structures; the explosive rate of population increase, the doctrine of civil rights, and the impact of technology which is producing a shape of things for which we have not bargained and which is profoundly affecting great numbers of the population. These tremendous changes are more than facts in themselves—they are the condition for the creation of a new pattern of human relations in this country. We often find it difficult to perceive this new pattern, primarily because our relationships are traditionally structured and we are disposed to maintain the traditional structure.

Prior to the mid-twentieth century, the patterns of American society were centripetal; they were directed to one standard, one norm, one set of values. The European immigrants of the nineteenth and early twentieth centuries searched for a way to participate in the society as a whole and to be one with it. They wanted to become acquainted with its customs, arts, skills, and technology. The reverse of this tendency is markedly in evidence at the present time. The impact of changes in population, civil rights, and technology has had the effect of driving society apart.

Black Americans live in a world which is apart from the total social world of others. They participate in a lesser degree in the general life of the community, and thus there develops among them a definition of life, in some measure, at odds with the life of the community.

It is ironic that segregation in the United States today, after the passage of the antisegregation laws, is far more wide-spread than when segregation legally existed. One reason, of course, is that greater numbers of people are involved. The second and more important reason is that a subtle *de facto* system of discrimination has come into existence. The practice of subtle discrimination is pervasive, and it often serves as a more accurate measure of the attitudes of individuals than an expressed declaration to members of minority groups.

Let me state this in another way. At the present time, many people are inclined to question the propriety of the civil rights movement. Why, they ask, do negroes feel it necessary to mount a civil rights program when they have already been emancipated from the traditional system? It is easy to reply that negroes do this because they have tasted the fruits of freedom and want more, but this is not the whole answer. White Americans believe that nonwhite Americans have achieved their victory and have established their positions as free, independent, and equal citizens. This simply is not so; it is untrue and a few examples will suffice to prove its falseness.

Consider the negroes' position in the large cities of the north in terms of residence. More negroes live under conditions of residential segregation today than twenty years ago. This is true of every northern city—Chicago, Detroit, San Francisco, New York, to name only a few. Negroes have moved into all the northern cities, but as they have moved in, the whites have moved out to the peripheral suburban areas. This has created a new pattern of social relations whose distinguishing feature is greater segregation of whites from negroes and negroes from whites than ever before in our history.

With reference to the changing technology, automation has produced results very different from those generally assumed to be the case. It is a popular belief that negroes have achieved new occupational opportunities and status. The truth is that negro unemployment ranges from twelve to twenty percent in many communities; in some communities as many as forty percent of the youthful non-whites are unemployed. These figures are in sharp contrast to the national unemployment rate of four percent. In certain respects, since the end of World War II, the position of the negro with regard to employment has deteriorated rather than advanced. Negroes were employed during the war, often in upgraded positions, and they held jobs which they never had previously held. The end of the war and the subsequent development of automation resulted in pushing them out of jobs and into the ranks of the unemployed. The negro, therefore, is deeply concerned about employment, but the suburban whites who see negro pickets in front of grocery stores and factories do not understand the reason for the concern. Negroes picket because they know that things are not as good as they are declared to be, but whites do not understand this fact and their failure to understand it means that they will communicate a gross misconception to a whole generation.

People who are solicitous about the welfare of negroes know that the black-skinned child who wants to be president does not have a very good chance, and most of us believe that it might be well for him to concentrate on a reasonable goal. We suggest to him that he should not aspire to middle-class activities since he will find it difficult, if not impossible, to enter into them. More frequently than we realize, our solicitousness adds fuel to the fire of his bitter recognition of what he sees as a discriminatory and segregated social system. The helping services remind him that he should not aspire to the impossible; to him it is the butt end of the stick. When whites attempt to be friendly, kind, and encouraging he finds them guilty of patronizing, and in this way whites may be an instrument of the social structure and organization in a quite different way than they realize.

The problem of young people, generally, is not wholly different from that of minority group youth. Many young people relate to the adult community in such ways as to suffer low self-esteem, and hence see themselves as unimportant and insignificant. Therefore, they must compensate by developing attitudes, norms, and values which do give them a sense of worth and importance. And more frequently than is good for the society, this turns out to be a condition of defense, a condition of rebellion, rather than a condition of identity with the adult culture. Hence, we witness the ubiquitous pattern of rebelliousness in present-day youth. This rebelliousness is manifest, to be sure, in a plurality of ways by different kinds of deviant patterns, including on the one hand, crime and delinquency, on the other hand, radical and conservative political activism of every hue, and still again, a variety of Bohemian life-styles.

While it is true that only a small percentage of young people participate overtly in acting out the spirit of rebellion, many more are vulnerable and the general spirit of rebellion may well extend to greater numbers. The result may be a profound modification of the traditional patterns of power and authority. This is already indicated by the increasing incidents of attacks upon the police and other symbols of power and authority by young people.

Crime can be considered as merely a highly dramatic expression of the whole problem of social deviance. Crime, though a nonconformist expression, is as much a reflection of the patterning of social life as are the conformist expressions of society. It must be seen, more frequently than we like, as an instance of adaptive and conforming behavior, and recognized as such. Crime, like other behavior, is a reflection of the community. In short, many of the problems which confront us stem from the failure of the public to know and to understand the new dimensions and ramifications of community life. Traditional police measures will not repress and contain these populations. The fact is that our most professional police organizations have had no more success than others in containing such disturbances. No amount of focusing on police measures which accent repression in the traditional approach to the problem can have any prospect of success.

An effective law enforcement function must be familiar with and equal to its target. The ultimate answer is to see crime and violence, not just as problems in law enforcement, but as problems in education, family organization, employment opportunity, and housing. These are the structures which incubate deviance, and hence, crime, delinquency, and violence. They are the structures which breed disrespect for law and the police. It is a myth that man's behavior can be changed directly. It can be changed only by altering the conditions which underlie his behavior. We must, in this instance, treat the causes and not just the effects of crime and violence. In short, the demonstrations of the current day and the eruptions of a racial or youthful nature are evidence that we are at a critical juncture in the history of the United States and the development of its communities. That juncture is the emergence of a new kind of community—the metropolitan community which is not merely a bigger place, not merely a change in population size or a change in geographic location. The distinguishing features of the new metropolitan concentration is that it represents a whole new set of human relations, and those human relations must be the condition of action of the law and the police. The new community cannot be policed in terms which were appropriate to the village communities or to the urban centers which preceded the new great and complex metropolitan centers.

The remedy of the failing respect for law is not a simple one. In our democratic system, the power to make and implement the law lies with the majority of the community. It is to the majority that we must look in remedying the insensitivity and intransigence of the society in its relation to the groups who live marginal to the centers of power. The young, the poor, and the minority groups have frequently viewed the law as not of their making or to their interest; like unto the law of a foreign power and the police as an army of occupation. Those who are thrice defined in their exclusion and deprivation—the young, the poor, and those of minority status—have been sharpest in their protest, most militant in their behavior, and least respectful of the law.

Our remedy for disrespect for law is not to be found in merely admonishing the populace and seeing all who oppose it as without reason. Our remedy will be found in a greater dialogue and a fuller participation in the counsels and decisions of the majority by those who have been and continue to be excluded from the making and implementation of the law. The remedy is in just laws, democratically designed and sensitively enforced.

PATHOLOGY OF RACISM

James F. Reynolds, Director
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Racism is the use of race as the central and critical criterion by which an individual judges himself and others. Racism is not recognized as an illness because it is endemic in our society and is common to all who are in the society. The individual who has this illness is not threatened by isolation; he shares this illness with most of his contemporaries.

Racism is a collective illness and the individual who has it only in a mild form, that is mild enough to be somewhat rational in his outlook, is threatened with isolation by the normal man. The individual white man who attempts to establish rational relationships with a black man is called a "nigger lover" and threatened by his society for his deviant behavior.

Racism is a mental illness because it conditions people to view others on a basis of race without regard for other or more meaningful criteria. It prevents individuals from relating rationally to other individuals from other groups without fear of being punished or ostracized by his peers. It reduces the world around it to the central theme of race. Racism is a mental illness because it is insane and produces insanity in whole populations.

Racism had its beginning in western society as a rational for the exploitation of black people. Racism did not exist prior to the overseas expansion of European countries. With the overseas expansion and exploitation, the need to exploit non-Europeans and convert their raw materials and labor to wealth, the Europeans dehumanized the non-European populations in order to reduce them to effective instruments of production.

The United States as a colony of England had a need for vast augments of labor in order to produce the indigo, tobacco, sugar-cane and cotton to feed the mills of an industrial revolution in England.

Originally all labor within the colonies, both white and black, was indentured for periods of time, usually five or seven years. During the passage of time ideas born of greed began to develop for ways of retaining the black man in a permanent condition of servitude. A series of laws were passed defining the role, the status and relationships of the black man. The laws, codes and regulations passed to define the "place"of the black man served to institutionalize racism in the society.

With the institutionalization of slavery in the United States, rationale became necessary to ease the conscience of those who had talked rather glibly about the fatherhood of God and the brotherhood of man. The rationale developed was based on color. It stated that the black man was not human, he was a species of animal located on the evolutionary ladder (a concept that is considered to be contrary to Christian doctrine) between the great apes and the white man.

When the Revolutionary War started, the delineation of the "place" of the black man in American society had reached a stage of development sufficient to cause serious problems among the founding fathers.

When Mr. Jefferson drafted the Declaration of Independence he condemned George III for introducing slavery into the country. After much arguing that portion was deleted. When Mr. Jefferson read, "We hold these truths to be self evident that all men are created equal" a long bitter debate took place as to whether or not black men were included in that "all." Unable to agree or decide one way or the other, a compromise was reached that the statement would be left ambiguous and not explained.

Later in attempting to decide who should be counted as people in determining the number of representatives to which a state was entitled, a compromise was reached which stated that a black man should count for three-fifths of a person. The United States Supreme Court in its decisions implicitly upheld the idea that the black man was less than the white man. In its Dred Scott decision of 1857 the court held that the black man was a thing, a piece of property and not a person. The court in its Plessy vs. Ferguson decision of 1896 ruled that it did not violate any of the rights of a black man to segregate him. The rulings of the Supreme Court in addition to the local, state, and federal laws institutionalized and legalized racism in American life.

During the years from 1896 through World War II, racism was built into every American institution from the church down through and including houses of prostitution. Labor and the labor force was aligned according to race. Justice was dispersed according to race. No facet of life was left untouched by the doctrines and the practice of racism. Psychological tests were constructed, whether by design or accidentally is not clear, that excluded black men from competing equally with white men. Educational systems were systematically designed to give the black man an inferior education.

With the system complete segregation was forced upon the black man so that the system could be maintained with a minimum of effort and individual involvement in maintaining the myths that had to be sustained in order to give credibility and a rational appearance to institutionalized racism.

A. Collective Manifestations.

So many logical sounding myths have been developed to support racism that many Americans believing the myths fail to see the manifestations of racism. A few of the more obvious manifestations are presented to give an appreciation of the illness, especially since white America is unable to be objective about the problem by assuming that equality is something to be given to the black man after he has proven himself to be worthy of it. He further avoids an examination of his role in and acceptance of the illness by declaring his freedom from prejudice, his holding of the thesis of brotherhood and his tolerance for other people. From his place of concealment behind these psychological blinders he can refuse to see racism and thus keep a clear conscience.

1. Almost nationwide white people routinely refuse to sell or rent property to black people unless it is in a part of town that has been set apart for the inhabitation of black people. The property value myth is used to justify racism in residential living. The penetration of a black family into a white neighborhood causes whites to flee like rats from a burning barn. Thus the myth is used to cover the dumping of property on the market causing a temporary depression in prices. What is not said is that the property is later sold to incoming black families, desperate for living space, at greatly inflated prices.

2. The refusal of employers across the country to hire or promote black men on a basis of merit is evidence of racism in employment. Even in those factories and plants where black men are employed in large numbers, the number of foremen and supervisors remains extremely small. Black men are still found only in certain places in our economic life and are clustered at the bottom level in poor paying jobs. The average black family can expect to earn less than fifty percent of the income of the average white family. Put another way, the black college graduate can expect to earn less in his life time than a white man who has finished high school.

The third-rate public schools located in the black ghettos of our cities that turn out children who achieve generally far below the national norm is indicative of racism in the educational system. The teachers put the blame on the environment and poor preparation of the children and this relieves them of the requirement to teach - "they can't learn".

A closer look reveals that teacher turnover in the ghetto schools is more than twice that of other areas. The number of new teachers in the ghettos far exceeds that of other areas. The rundown, poorly equipped school in the ghetto does not receive its fair share of the tax dollar. Attempts to change the picture in any way brings out the individual racists clamoring for the retention of the neighborhood school. Schools cannot be repaired in the ghetto because of the demand for new schools in those areas where whites have fled in escaping the penetration of their community by black families seeking better schools and homes for their families.

3. The almost total absence of black people from meaningful, decision-making levels in our local, state and federal government indicates racism in our political life. An examination of governmental structures show that minority people are routinely found only in positions that have little or no meaning.

4. There are two almost completely separate church bodies in the United States, one black and one white. Eleven o'clock on Sunday morning is said to be the most segregated hour in the country. While ministers may think that they are teaching Christ under such circumstances, it is clear that they are teaching race. The very religious ideas propounded in such a setting become a mockery.

From the above areas it is obvious that racism is institutionalized in America and the collective manifestations are plain.

B. Individual Manifestations.

The individual white person who feels superior to all black people and believes that black people should accept, without question, his directions and suggestions, is no doubt afflicted. The white individual who flees the neighborhood when the first black family appears, who believes that some kind of separation must be maintained between the races and does not want his children to have any kind of social relationships with black children, is obviously revealing that race is his central consideration to the almost complete exclusion of other factors. The idea is usually put forth that bluebirds only associate with other bluebirds, not canaries.

To consider the implications of racism in the United States a look at the Kerner report is in order. The conclusions of the Commission appointed to look into civil disorders was that the United States was moving toward two societies, one black and one white - separate and unequal.

The fact of the matter is that we have had two such societies for almost one hundred years. For a period of time between 1945 and 1965 a gallant struggle was made to unite these two societies. The stated goals of that effort were limited to desegregation. However, the black community visualized equality of opportunity as being the results of that struggle.

When the struggle was over and the elimination of some legal segregation was the total accomplishment, the black Americans who had dreamed of equality of opportunity were deeply disappointed. White Americans for years had told black Americans "I would be glad to serve you but it is against the law" strongly suggesting that if the laws were changed there would be no more problems. However, with the change of the laws (Brown vs. School Board 1954), the Civil Rights Act of 1964, 1965 the whites who had piously hidden behind the laws not only ignored the changed laws but adjusted their racist systems to nullify any effect the laws might have.

Urban renewal was used to dispose of black families who might have gone to white schools. School boundaries were adjusted to keep the schools black or white. Methods of appraising real estate, as well as making loans, were adjusted by both governmental and private agencies. Companies that put out equal employment signs bought culturally biased intelligence tests to avoid hiring black people.

Faced with the overt and covert recalcitrance of a white society, black America turned to nationalism, separation instead of integration and retaliation instead of non-violence. The anger and frustration of black America has led to destructive, nihilistic behavior in our cities. The response of white America has been one of "what is the matter with them, what do they want? I was for them until they did this, we must have law and order." That the white community had the major share in what was taking place seems to have escaped the white community completely. So racially oriented is the white community that it was inconceivable of them that their behavior should be resented by black America.

Thus while white America defeats for public office those men of good will who call for understanding and moderation and elects those who clamor for repression of black Americans, hatred and a call for separation increases among the black people, especially the young. The black militant has recently found an ally in the young white student groups who express disgust with the vast difference between the preachments and performance of American society.

It appears that various elements of our society are on a collision course, at best a splintering into hostile segments with different values appears to be a surety. A follow-up one year later of the Kerner Commission reports that the gulf between the two segments of our society is increasing with no real attempt being made to close the gap. Otto Eckstein, a Harvard University economist, in a report to the Department of Labor, stated that the black share of jobs in America in 1985 which should be at 12 percent will only be about 3.8 percent. The failure will be in skilled jobs, management and crafts.

It appears that white America lacks the will to take the necessary steps to correct the inequities that exist in our system. It further appears that white America in the abstract has a need both psychologically and economically to retain the black man in an inferior position. Apart from massive federal aid to raise the level of education and training of neglected, depressed black Americans and a use of federal purchasing power to end discrimination in employment and the same kind of federal effort at undoing the ghetto that was put into building it through the F.H.A. with its lending policies, the movement apart will continue and a destruction of democratic government as we know it could very well be the outcome.

The governmental assistance of the kind needed will not be forthcoming apart from a demand from the people. This demand will not come unless there is more concern and involvement. I am afraid that the heritage that we are leaving is a mess of pottage. Presently our attempts at dealing with the catastrophic problem of racism is like putting a band-aid on a cancerous lesion, futile, absolutely futile.

I am persuaded that the future of America lies with her young people, both black and white, the same young people with whom we are so disturbed today as they shake the foundations of some of our institutions.

PART THREE: THE UNION AND CHANGE

STUDENT DEMONSTRATION AGAINST UNION POLICIES

A Case Study
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Student Center
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It was termed the "liberation" of the Colorado State University Student Center, and the event itself took place on Thursday and Friday, October 10 and 11, 1968. The somewhat unusual and sometimes interesting incidents which transpired during the liberation will be described in detail later in this case study.

In order to put the demonstration into some sort of perspective, it may be helpful to relate events and activities which took place in the months preceding the liberation and to suggest certain campus attitudes which had developed over the years.

Colorado State University is a land-grant school with an enrollment of 15,000, a strong agricultural-mechanical heritage, and a phenomenal growth rate over the past ten years which has brought much change and many accompanying problems. Until recently, C.S.U. was the state school to which parents sent their children because they felt they could "get a good education without all of that liberal hanky-panky which certain other large schools in the area have tolerated." The student body was largely establishment-oriented—neat, orderly, polite, all-American, Greek, docile, un-hip, washed, combed, unquestioning, unchallenging, nice, easy to deal with. The radical element was so small and , until about 1965-66, so non-vocal that few students or faculty knew it existed.

About three years ago the campus newspaper editorship was awarded to a campaigning activist, and the following year his successor was indeed a rebel whose editorial position moved from the espousing of student power to radicalism to anarchy. So the seeds of unrest were sown, but the student body remained largely complacent and non-vocal. The Student Government was controlled as it had been for years by a conservative, fraternity-sorority coalition that played enjoyable legislative games but usually ended up doing what the faculty and administration (counselor father figures) suggested.

In the spring of 1968, a very intelligent and politically astute young man from Denver managed to capitalize on the complacency of the majority of the student body, the ineffectiveness of his opponent and the slow emergence of an activist group looking for change, and won the post of student body president on the student power platform. Needless to say, he had a good deal of help from the campus newspaper. This new president had big things in mind, vast changes he wanted to bring about in the university structure, administration, and academic programs. Many of his ideas were sound, albeit overly idealistic and threatening to those who found it more comfortable to maintain the status quo. He began to probe and maneuver early in his term of office to see what kind of support he could enlist from his constituency and he soon discovered that he had little popular support. He needed a cause that would appeal to large numbers of students - he wanted to mount a battle that he had a good chance of winning before he attempted the large wars. And that is where the Student Center and its policy-making structure entered the picture.

The Student Center Board had not changed its structure or its basic function for many years. It had been a policy-advising, program-oriented body composed of approximately twelve students and four staff members. The Student Center management worked through this body on most policy issues, involving them in decisions (perhaps manipulating them at times), but always asking for their support and accepting almost all of their recommendations. With the exception of the Student Center Board's programming budget, the fiscal control of the Center (and the responsibility for meeting an annual bond commitment of $600,000) was in the hands of management.

During the 1967-68 academic year, a student-staff task committee studied the function and makeup of the Student Center. One of the items they spent much time studying was the role of the Center Board and whether it should be policy making or policy advising. The committee heard the student body president saying loud and clear, "We want to run the whole show." But they also heard Center Board officers saying just as clearly, "We like our arrangement the way it is. We are getting what we want and we feel we have a voice. Don't mess things up by giving us responsibility we don't want." And the Task Committee, after much debate and deliberation, decided that the Center Board was functioning satisfactorily as a policy-advising body with its major duties centered on programming. The committee recognized the value of the learning that could take place if students were totally responsible for budgets, policies, regulations, etc., as well as programming, but they felt that the students who involved themselves in Center activities could do a better job if they were not burdened with all of the final policy decisions, and in particular the fiscal ramifications that were riding on those decisions. So the Task Committee, with the blessing of the Center Board, recommended to the university president that the Center make no changes in its policy handling. This, of course, resulted in a widening of the rift that already existed between Student Government officers and the Student Center Board.

Fall quarter found the student body president probing and sparring, demanding more student involvement in all of the policy-making bodies of the university. He had cultivated a small cadre of loyal, hard-working followers, and the radical left were willing to join him in most any kind of disruptive activity. Another five to ten per cent of the student body represented concerned groups who were beginning to think that some of his proposals for change had merit and deserved support. But the other ninety per cent of the student body remained apathetic, unconcerned, and even mildly antagonistic toward the noises he was making. What he badly needed was a cause that could arouse the interest of the complacent masses. He felt he had discovered it in the Student Center and in beer.

During the spring term preceding the liberation, the Student Legislature passed a number of bills calculated to expand the student power concept. Two of these bills germane to this paper relate to (1) the demand that the Student Center Board be restructured so that the Student Legislature would control it and that this restructured Center Board be given policy control over all activities in the Center. (2) That students be granted those privileges on campus that they legally enjoyed elsewhere and that among these privileges should be the right to purchase and consume beer in the Student Center. Of significance to the development at that juncture was the fact that the student government leaders who were pushing for beer did not choose to involve members of the Student Center Board, Student Center staff, or Student Services staff in any sort of cooperative effort or coalition other than the initial proposal that the board be restructured as an arm of the student government. This merger concept had been rejected earlier by the Student Center Board, partly for political and partly for pragmatic reasons. Most of the Center Board executive body were philosophically in favor of the move to a policy-making position but seemed to be comfortable enough with things the way they were, particularly since the trust level between the two student governing bodies was low. With regard to the beer issue, both groups were in favor of securing a license to sell beer in the Student Center, but student government moved faster (and on their own) to *demand* approval for the selling of beer, while Student Center Board was planning a more traditional campaign. At a summer meeting of the university governing board, one of the student government officers presented a proposal which had been drafted and accepted by student legislature which requested the governing board to reverse its position prohibiting the sale or possession of 3.2% beer on campus. Student legislature had researched the beer question rather well in off-campus contacts but had carefully avoided involving management or administration or even the Student Center Board (which was perceived by most student legislators as a tool of the administration) in any kind of cooperative planning. Student Center Board and Student Center staff were ready to move cooperatively on this project and had done some initial research and planning, but the student power group felt that this kind of approach represented co-opting with the establishment and therefore went directly to the governing board with their request. That august body turned down the request in an almost perfunctory fashion and the issue was set. There has been considerable speculation concerning what the governing board might have done if the request had come as a joint proposal representing the recommendations of two or three student governing bodies and two or three faculty-staff groups. At any rate the student power contingency felt that they were not only turned down but that they were insulted by the "grey beards on the board" and a gap which already existed as a rather natural matter of age and authority difference became much wider, with Mr. "Average Beer-loving Student" becoming involved and disenchanted along with the already militant activists.

Came the fall term and the student power leaders were ready and eager to make their move. The campus newspaper made much of the governing board's lack of understanding of the CSU student, his needs, wishes, and rights. Beer was the symbol for all of the other things which the student wanted but was not receiving from the University.

The student power gang were lashing out at irrelevant teaching, immoral research, insensible subservience of students to an administration that would not recognize the student right to self-determination and self-government. We in Student Services speculated where the first concerted demonstration might come - in one of our weaker academic apartments, in the Placement Office, in the Athletic Department, in the Office of Admissions and Records, in the residence halls? At no time did we guess that it would happen in the Student Center, that citadel of freedom and light, that bulwark of student development movements, that vital extension of the academic community known as out-of-class education! (Loud hosannahs and huzzahs!)

On Wednesday, October 9, rumors began to filter *down* (a careful choice of direction) to some of us in administrative positions that something big was going to happen soon. It would probably start in the Student Center and might involve the illegal consumption of beer in some part of the Center. (Our main clue that agitation would start in the Center was that certain abnormal facilities arrangements had been made by student legislators.) Rumor suggested that the demonstration, if successful, might move from the Center to the Administration Building or elsewhere on campus. None of us in the Student Center or Dean of Students staff were informed of the plans, although we learned later that the campus police chief had been given in confidence rather complete information regarding the events that were to take place.

Signs appeared Thursday all over campus - chalked on walls and sidewalks, printed on flyers, etc., - admonishing all concerned students to be at the Student Center at noon. Shortly before noon banners were secured to the walls of the Center announcing that this building had been liberated by and for students and that by this liberation they could now do whatever they wished, without interference from the nasties who managed the place. Just at noon a helicopter flew over the campus and thousands of flyers were dumped out . . . these flyers announced that "the Student Center is now in the hands of the students and all students should assemble here to 'do their thing'." Those "things" took many interesting forms, none of which were terribly serious or damaging but any of which might have escalated into something of graver import if our staff had not reacted as they did. When we realized Thursday morning that the demonstration was going to focus on the Center, at least at the start, we called a hurried meeting of all key staff members and instructed them to "roll with the punches", to cooperate with the liberation leaders in anything that was feasible and that did not actually result in a violation of the law. Our reason for doing this was the fact that a number of outsiders (SDS members, Berkeley consultants, etc.) had been flown in or had come to town on their own and we were convinced that a small minority of our more militant dissenters were hoping to develop provocation which would enlist enough popular support to mount a fullscale campus disorder. We felt that if we cooperated and ignored the violation of minor policies and regulations that we could perhaps keep the program at the carnival level.

And a carnival it was, at first! The background music system was "seized and silenced" (probably one of the more positive moves made) and two acid rock bands appeared and commenced playing very loudly in the main lobby and upper hallways. Balloons, popcorn, flowers, and bubble gum were distributed in great quantities along with much printed handout material. Food was carried from food service areas into lounges, meeting rooms, and other public areas. A psychedelic light show and dance got underway in the main ballroom. Signs bearing all kinds of messages and graffiti appeared and were stuck or chalked on the walls, ceilings, windows, etc. throughout the building. Several dogs were brought into the building. One couple started roller skating up and down the halls; others danced or congregated on the stairwells. I mention these rather innocuous incidents since a number of the activities represented violations of building policies - minor and petty policies that had evolved through the years and that no one had tried to change through the established channels of the Student Center Board and Student Center management, possibly because they were sound policies. But the violation of these policies was a calculated move, apparently planned to make a show of student power and independence but also to test the "uptightness" of management and administration. My staff performed admirably and rolled along with the carnival, with a minimum display of "tight jaws."

A meaningful part of this rather well-planned exercise was the establishment of three open-forum areas, two in the main lobbies and one on the plaza. On request, we set up platforms and public address systems, and the mikes were kept open for dialogue. At first, the mikes were used only for giving instructions and exhortations, but as an opposition back-lash developed there was considerable give and take dialogue along the Hyde Park corner line. At least one of the mikes was left open throughout the ten days of the liberation. Students, faculty, and staff were urged to express their views, and the resulting dialogue and diatribe was sometimes offensive,sometimes enlightening, sometimes exciting, sometimes humorous, but rarely boring. Tempers flared and some chin-to-chin confrontations took place but the lines of communication were kept open and no physical violence took place.

During that first Thursday afternoon, it was announced that the president of the student body and several of his cabinet were planning to lead a "drink-in" on Friday afternoon in the Student Center, a Friday Afternoon Club show of civil disobedience to protest the turn-down by the governing board and what was termed the "manipulation of student lives by the administration". It was also announced that the building would be held open throughout the night for a spontaneous party and "sleep-in".

An important factor to note is that up until mid-afternoon of the first day the entire liberation was being carried off in a mood of gaiety and good fun. Minor rules were being violated, but even the violations seemed to be calculated and under control of a well organized group of student government marshals. Management and administration continued to "keep their cool" and avoid any kind of confrontation which could result in an escalation from acceptable confusion to damaging violence. The building was not used in the normal way (most of our non-university users who had scheduled facilities had cancelled them), the building was deep in debris and our conscientious maintenance staff were suffering inner torment. A number of students were beginning to complain that they did not like the kind of liberation they were experiencing, but no gross damage was being inflicted.

An early afternoon "mass meeting" was held in the Center Theatre to plan the strategy for the second day. At this meeting the student body president and vice-president were not as much in control as they had been, and more radical students began to take over. The result was a rather frantic, emotionally charged meeting which began to change the complexion of the entire movement. The student body president announced that he would be drinking beer in the Student Center on the following day, and he received much vocal support as well as a cash collection for this activity. He also urged students to hold the building overnight, since they had now gained complete control over what was rightfully theirs to control anyhow.

Toward the conclusion of this meeting, one of the more vocal and anarchistic student leaders took over and, with the use of a bullhorn, led an estimated one thousand students to the main lobby just outside my office. They began chanting, "We want the keys!" I stepped outside my office and up on a bench with the bullhorn wielder and attempted to answer questions. Since the crowd was large and noisy and since I was not allowed to use the bullhorn, my answers were restated for me by the man with the horn. His inflections were seldom the same as mine had been with the original answer. I explained why I could not give them the keys and why certain parts of the building were locked from time to time for cleaning, conference preparation, theft prevention, etc. I told them about scheduling policies and invited them to come visit me for more clarification at any time. They wanted to see "all the building now", so I, like a modern day Pied Piper, led several hundred of them through the building showing them what they seemed to feel were mysterious realms which were not normally open for them to see. Many of them were amazed when I told them that most of the areas in question are used for most of the day by student groups, student-faculty groups, or conference groups. An attempt to explain the significance of continuing education, of joint student-faculty involvement, and budgeting considerations was not too successful because of the elements of chaos involved in the mob situation. I therefore invited those who wished to have more of their questions answered to join me in my office where some dialogue could take place. Approximately twenty-five students crowded into my office and we had a rather stimulating hour of discussion, from my standpoint one of the more rewarding parts of the entire liberation period. The discussion started off with hostility and all hostile feelings were not by any means eliminated in an hour. But some real communication took place and I ended up the hour with a better understanding of what the real issues seemed to be, opposed to symbolic issues; the students, in turn, seemed to better understand the stresses placed on management and the challenges of programming to meet the needs of an extremely diverse constituency. They also accepted the fact that I could not give them the keys.

That night several of the Student Services staff met to plan what our response to the planned "sleep-in" that night and "drink-in" the following day should be. It was decided to make no attempt to clear the building at the regular time but to lock the outside doors, which would, with our crash bars, facilitate egress but not ingress. We drafted a general letter to the student body explaining the local ordinances and university regulations which would be violated if they participated in the "drink-in". This letter also spelled out the penalties and possible consequences of involvement in this particular phase of the protest. While we were working on this task, the president of the student body telephoned the Dean of Students to discuss their plans. He was told by the Dean exactly what would happen if the drink-in were held. He was also told that he and his first vice-president as the major leaders of the total movement would be held accountable for whatever happened. The Dean tried for an hour to dissuade them from continuing with the drink-in plans, primarily on the basis that it was a weak issue on which they could get little serious support, particularly from faculty and staff who might join them on a number of more significant issues. He failed to dissuade them, however, and we proceeded to finish the letter and have enough copies run off to saturate the campus that night. The same letter appeared on the front page of the campus newspaper the following morning.

In the meantime, the party in the Center was continuing. More signs were painted and stuck to the walls, bulletins were being produced every hour or so, exhortation over the P.A. system continued, and coffee and doughnuts were brought in, compliments of student government. By 11:30 or 12:00, two hundred to three hundred students were making preparations to spend the night in the Center. It was announced that the coffee shop would be held open, so the Food Service Manager made hasty preparations to keep it staffed. All available lounge furniture (including that in the Faculty Club lounge) plus the carpeted rooms were utilized in the bedding-down process. Full co-educational housing had been achieved at an early date! By 2:00 AM, even youthful energies were beginning to falter, and the sleep portion of the demonstration became a reality. I did *not* tuck them all in before I went home myself!

It should be made clear that the liberation and the beer protest were not supported by the entire student body, and during the late afternoon and early evening hours of that first day a protest to the protest was mounted. Many students came to me to state that they liked the way the Student Center was being run and were appalled by the mess that had been created. Petitions were circulated throughout the night asking for a recall of the student body president. When I arrived at work Friday morning there were many kinds of bulletins and flyers being distributed, just as many of them opposing the liberation as there were supporting it. It had also been decided by the student body officers to hold a referendum on the "beer-in" question, and the voting was already taking place in the Center.

The indications seemed to be that the students were in favor of beer in the Center but were not in favor of the tactics used in the liberation. The results of the referendum (1500 in favor of the F.A.C. protest, 1900 against) were announced at a mass meeting shortly before lunch. The student body president stated that he thought his own referendum question had been misinterpreted by many students and that he was therefore planning to go ahead with the "drink-in" later that afternoon in spite of the vote against it. A number of students indicated they would join him. In the meantime, the Dean of Students had been giving final instruction to Campus Police relative to arrest procedures to be followed if the "drink-in" occurred. He was invited to the mass meeting at 3:00 and announced to the crowd the procedures he would follow to subject them to disciplinary suspension and/or arrest if they did proceed with their exercise in civil disobedience. He was asked if he would present the beer request to the university governing board the following week, which he readily agreed to do. The student body president then stated that if the board did not approve the beer request that he would resign. The mass meeting then dissolved, but a number of students went with the student body president to the Legislature Chambers where a symbolic "drink-in" was held. No police or university officials were present and no disciplinary action was taken. The students apparently felt that they had saved face with this action and nothing more happened in the Center for the remainder of the week.

Early next week, the Student Center Board, with support from Student Center management and the Dean of Students staff, went to the president of the university with a modified proposal requesting that the Student Center Board be given policy-making powers. The president was given full assurance that a system of checks and balances existed, particularly where financial complexities were concerned, and he agreed to this proposal. Of importance in this development is that this request had been a student-staff-faculty effort; the other had been a students-going-it-alone type of demand. Although the request was not granted for the purpose of deflating the efforts of the student government demonstrations, it did leave them with only one issue, beer.

During the early part of this second week, the forum microphones were kept set up in the lobbies and dialogue continued, some of it valuable and some of it nothing but obscene, or at best, empty diatribe. Student government planners conducted seminars, sensitivity sessions, and other meetings related to the ills of the university and what should be done to correct them. Daily newsletters were published keeping readers posted on developments. By this time the campus newspaper had taken a position against the liberation, particularly the expenditure of almost $5,000 of student fee money for candy, balloons, helicopter rental, rock bands, imported organizers, etc., and the loose-knit organization of anti-student government people were still talking about a referendum for a recall of the student body president.

On Friday the governing board was scheduled to hold its regular monthly meeting in the Administration Building. The leaders of the liberation asked for and were granted an audience with the board that Friday morning. They announced that if the board did not approve their demand for beer that they would proceed with their "massive drink-in that afternoon."

Meanwhile, another sleep-in and general fun and games night was announced for the Center. Starting at noon Thursday students were encouraged to attend a chalk-in on the plaza, mural and body painting in the lower level activities area, an "eat-in" in the coffee shop, and another "sleep-in" at Weddel's Best Western. The chalk-in was creative (although occasionally damaging to sidewalks, buildings, and tender sensibilities), the mural painting was enjoyable, the body painting was exciting (I think), and the sleep-in was not at all well attended. (Word had gotten around that accommodations were sub-standard.)

On Friday just before noon two hundred to three hundred students assembled outside the Board Room in the Administration Building to punctuate their demands and to await the Board's decision. The Board, up against the wall themselves by this time, neither approved nor denied the request but instead deferred their decision until the Faculty Council could debate the issue and make a recommendation. (In the Faculty Code is the statement that the Faculty Council is charged with matters relating to students' morals and decorum.) The leaders of the movement took this as another rebuff and proceeded with their plans for the "drink-in" that day.

What transpired from 3:00 PM to 6:00 PM must surely stand as one of the most unusual and best organized student demonstrations that has happened on any campus. This time the student body president and vice-president had informed the Dean of Students, the Campus Police Chief, and myself just how they would handle their "drink-in", and we in turn had informed them just how discipline would be meted out. By 3:30 PM, approximately two thousand students had assembled in our large ballroom. Approximately twenty cases of beer and several cartons of paper cups were on the stage. The student body president made a formal statement and was cheered enthusiastically. He told just how the beer would be distributed and what would happen if they drank it (not the physiological results). He encouraged all who felt as he did about the matter to drink it and take the consequences, but he discouraged any from staying if they weren't sure they wanted to take the consequences. He then asked the marshals to distribute the beer and cups. He opened the first can and took a drink, and on cue the rock band began playing and the rest who wanted to protest began drinking. After about five minutes, the Dean of Students came to the microphone and read a prepared announcement that anyone who did not wish to be subjected to discipline or arrest should leave the ballroom within five minutes. An orderly exit of all but about two hundred students took place. Then the campus police chief called in about fifteen of his officers and booking started for those who presented themselves with an open beer can at the table where the bookings were being made. Another table was set up for those who did not want to be arrested and so were not drinking beer but who had stayed to show their support and be disciplined for "refusing to obey the directive of a university officer." Approximately twenty per cent of the group was arrested and eighty per cent subjected to disciplinary action. The biggest complaint at this time came from two or three students who got to the table without beer and were therefore denied the right to be arrested. The biggest problems occurred with overzealous cameramen and reporters from the various news media. At 6:00 PM, the booking had been accomplished and the student marshals were busy sweeping up the debris.

By 6:30, the Center was almost vacant and the place was set for phase two of the October liberation - disciplinary hearings, court proceedings, demands for amnesty, letters to the editor, continued dialogue such as this university had not experienced for many years, the eventual referendum recall of the student body president, a favorable recommendation for beer in the Center by the Faculty Council, followed by governing board approval of beer, and a loud, loud sigh of relief when the end of the quarter came.

POLICIES - 1969 - MEANINGLESS OR MEANINGFUL

William G. Cross, Assistant Director
J. Wayne Reitz Union
University of Florida

"That damn Union! It's not for students. It's just a huge sterile office building where they (administrators) spend their time creating red tape and finding ways to use student activities fees to increase their salaries."

This statement has been repeated in many forms on campuses across the country. Let's not shrug these comments off as just another example of students griping. They are venting their frustrations on multi-million dollar buildings that they have helped finance; therefore, they feel they have a rightful interest in their philosophies and purposes. Let's analyze these statements more carefully by focusing on the details of some typical situations which might have given rise to these comments.

At approximately 1:30 a.m., at the Kappa fraternity house, a student was talking to his roommate about his experience at the union that evening. He and two friends had been playing billiards when suddenly over the loudspeaker came the announcement that the union would close in ten minutes. The place was packed with students bowling, playing billiards, table tennis and cards. Others were watching television or talking—just having a good time. Nevertheless, the union closed in ten minutes. The student felt this was very unfair since the facilities were being put to good use and there was no other place to go.

This complaint was taken to the Kappa fraternity man who was a member of the union government. Having heard so many complaints from other students, he decided to present this issue at the next meeting of the union governing board.

At the meeting, the student representative raised the issue by asking for a report enumerating the reasons the recreational area had to be closed at 11:00 p.m. on Fridays. A faculty member who was chairman of the governing board suggested that the student be chairman of a special committee to investigate the matter along with the executive director of the union. A report was requested for the following meeting.

The student representative began checking on the time that the local billiard rooms closed and the state and local laws regulating hours. Also he asked the union games manager to determine the number of people in the games area throughout the week at 11:00 p.m. The union director was asked to ascertain the additional operating costs needed to keep the building open in terms of personnel, lighting, and other factors.

A complete report was made at the next governing board meeting. After careful consideration it was decided that the games area would stay open until 1:00 a.m. on Fridays and Saturdays on a tentative basis. At the end of one semester the situation would be reevaluated to determine the merit of the extended program.

I suppose that the problem could have been recognized and alleviated without student action, but it wasn't. This was done because an interested student on the Governing Board was responsive to his fellow students' needs. I'm fully aware that Governing Board faculty and administrative members add continuity and maturity; but they lack the youthfulness, vitality, and awareness of dynamic student needs that only a student possesses. I'm not recommending that governing boards should be conducted solely by students, but it is important that students have a major share in the governing policies of the union. There should be a diversified representation of faculty and administrative leaders in addition to the student membership on governing boards to achieve the broadest possible perspective in making the union truly a university community center.

Certainly there will be some objections such as, "You can't trust students to discuss some of the more complex and sensitive operations of the union as, for instance, in the area of personnel." This could be a legitimate criticism. However a governing board should be exactly what its name implies—a board to establish policy. Really, is there any topic that concerns the general operating policy of the union that students should not be involved in? If the governing board deals with policy formulation, then the administrators will be free to implement the established policies and to create an environment that is educationally, culturally, and socially enriching.

Here is another example of an administrative problem that might confront a union director. This situation concerned a parking lot adjacent to the union. The union theoretically was responsible for it and wanted to see that it was maintained properly because it provided parking facilities for students, faculty, and guests.

The parking lot had become an increasingly difficult problem for the union. Students had been very vocal in demanding parking space near the building. They were upset because employees and guests of the union kept the parking lot filled.

This complaint was expressed by a student at the governing board meeting. He felt that somebody should be assigned to police the area and control the parking, so that spaces would be available for students using union facilities. The union director then pointed out several difficulties with the student's proposal. First, there were no funds available to hire a parking lot attendant. Second, a parking attendant would not have the authority to ticket cars; that authority resting in the hands of the campus police. Finally, no formal policies had been developed for the parking lot; however, it had been hoped that it would be an open lot to be used only by persons visiting the union. With increasing numbers of cars on campus and greater traffic in the union, the existing, unstated policy had proved inadequate.

After considerable discussion it was decided to dismiss one of the employees in the games area and to hire a parking lot attendant. Again the union director interceded to point out several relevant issues. First, he stated it was not within the governing board's jurisdiction to dismiss an employee. Second, this procedure would be a misuse of funds already allocated by the governing board and higher university officials. Further, the director stressed the need for the board to develop a formal policy regarding the parking lot; then the staff would assume the administrative responsibility for implementing the policy.

A special subcommittee was appointed to develop such a policy and the union director was requested to review the existing university parking regulations. Also, the union director was asked to determine what positions in the union might be terminated in order that those funds could be released to pay a parking lot attendant. Eventually through this plan and subsequent action, a parking lot attendant was hired.

There are several conclusions one might draw from the stories just presented. (1) These situations were examples of simple problems, but simple problems are often overlooked and can suddenly become areas of serious disagreement. (2) Students should be involved in policy matters. They can bring to the governing board student opinions, needs, and concepts better than anyone else. There is no question that at times students can be thorns in the side of the union director and the governing board. But with patience, understanding, and the assignment of important responsibilities, they will make many contributions to the union operation. They will make sure that the union is really serving the students of the university. Also, better communication will be achieved among students, faculty and administration. (3) The union board should establish policy, provide guidelines and advise the director about daily problems. (4) The union director, as the chief administrator, should be given appropriate time and authority to carry out his tasks. (5) Students and faculty and, particularly, the chairman of the governing board should be willing to express opinions about the union, especially when they are well-informed. More importantly, they should represent the union in their various activities and in their other capacities on campus. (6) In all of these ways, increased student participation leading to shared responsibility in the governing board will make the union a more meaningful and more effective place.

THE BERKELEY SITUATION - A REVERSAL IN UNION GOVERNING STRUCTURE

Forrest E. Tregea, Director
Tresidder Memorial Union
Stanford University

> "A gulf profound as that Serbonian bog
> Betwixt Damiata and Mount Casius old,
> Where armies whole have sunk;"
>
> John Milton, *Paradise Lost*
> Book II 592-594

A report of the Study Commission on University Governance, published at Berkeley, California, January 15, 1968, makes the following statement about the University of California Student Association:

"Student government on this campus is presently mired in a Serbonian bog from which there can be no escape. Its

> legal standing is ambiguous; its political power is non-existent; and the miasma of conflicting theories, incompatible functions, contrary procedures, and impossible rules which envelopes the terrain makes it impossible for even the most earnest pilgrim to find his way to higher ground."

At approximately the same time as it was being depicted in these dismal terms, the student association, by action of the University of California chancellor, was being divested of its responsibility for the Union—a function it had served continuously for 45 years (since the first union on the Berkeley campus was completed in 1923).

How did this situation come about? Why did the campus administration effect a reversal in governing structure of the Union—from Associated Students' control to an autonomous student-faculty governing board reporting to the university administration?

What Berkeley now has, after many years of a unique union organization, is a union board like those existing in most U.S. college unions—and now structured along the lines generally recommended by experienced union professionals, and by the ACU-I.

To understand the significance of the change, we probably should ask, "Why was the Union ever under Associated Students' control in the first place?" The answer to that question needs a bit of historical perspective.

The University of California, which celebrated its Centennial Anniversary in 1968, now has nine major campuses throughout the state. But its beginnings were at Berkeley. Early faculty at Berkeley had been educated in Europe, and specifically were influenced strongly by the Germanic tradition of education. (One of the institution's first presidents was educated at Heidelberg.) This tradition, transferred to Berkeley, said in effect to students that the university would provide faculty, classrooms, laboratories, and a library—all in a somewhat sheltered and serene park-like atmosphere. But that whatever students wished to do about their lives outside the classroom was their own affair—and responsibility. Consequently, there were no dormitories, nor eating facilities, nor recreational programs, nor any leisure-time activities provided by the university itself. The students had to devise ways and means to provide these kinds of things for themselves. Several social and special activity interest groups soon emerged.

One of the first such groups to be formed (as happened at Oxford and Cambridge) was a Debating Society. Soon, also, a Creative Writing Club, a Mandolin Club, and a Choral Society, were organized. Each of these clubs and societies—and others which followed—was supported by voluntary dues, and elected its own officers annually. At the same time, several athletic teams were organized—again entirely by students and with no financial support from the university. As games were arranged with neighboring teams, and as competitive pride increased, the need for skilled coaching developed. (This occurred in forensic as well as athletic competition.) Also, the Creative Writing Club wanted to publish a literary magazine, the musical organizations wanted to arrange a performance tour, etc.

All of these student desires could be met only with some sort of financial support and with some managerial assistance from an administrator. The various officers of the different groups met to discuss their common problems. They decided to join together in an Association of Students, to hire a "graduate manager" as a full-time employee of the Association, and to charge this employee with the responsibility to find ways and means to finance the various programs.

Wasn't this first employee something like a union director—at least in the framework of the Berkeley campus of the late 1800's?

In a relatively short time, the Association had obtained permission from the university president to build a fence around one of the playing fields; charged admission to athletic contests with nearby rival universities; and had the beginnings of an Association treasury which could support various student interests and programs relating to university life, and which over the years was to grow to several million dollars in assets.

Until as late as 1960, the intercollegiate athletic program of the University of California was administered by the Associated Students. During those years the Association developed one of the finest athletic plants in the country—including an 80,000 seat football stadium, a separate 22,500 seat track stadium, baseball field, tennis courts, and many other facilities including a boathouse to accommodate the sport of crew racing.

Although for many years, athletic income provided the base for Association activites, there was significant development and expansion in other areas of student life. Publication of a daily campus newspaper, a literary magazine, a humor magazine, and, annually, a year book; support of a Glee Club and several other choral groups; organization of a marching band; and complete responsibility for the extra-curricular activity program of the campus—all of these things were sponsored and financed (including necessary professional staff employees) by the Associated students.

What wonder, then, that the first small (and soon very inadequate) union, built largely with student funds in 1923 would, in the context of the Berkeley campus of that day, be controlled by the Associated Students organization. And certainly it was a logical progression to assign the responsibility for the new Student Center when it opened in 1961 to the Student Association, which had for more than 60 years proven itself able to manage successfully those programs and facilities relating to student life on campus.

What then happened in the past few years to create the need for a change in the governing structure of the union?

Part of the answer lies in the fact that the university itself had changed considerably in the intervening years. Students no longer had to provide services and amenities for themselves. The university now provided residence halls, dining facilities, recreation centers, and a whole new range of student services including health, counselling, placement, financial aids, etc. Students now were complaining (probably with some justification) about the university's role "in loco parentis"—too much care and concern about their lives. There was no longer the same compelling "*raison d'etre*" *for the* Associated Students. Athletics and its related spirit activities no longer had the same universal campus support. (In 1960 the Associated Students transferred all responsibility for the intercollegiate athletic program to the university.)

The university, as an institution, was struggling with its own identity-crisis. There were demands that higher education be made relevant, that the university serve as an instrument of social and political action. Slogans about authenticity, commitment, etc. seemed aimed at changing from traditional liberal learning to learning directed to action.

So now the Associated Students, which along the way had compromised its independence by opting for an arrangement whereby the university collected compulsory student fees through the registration process—and thus had become almost completely dependent upon the university for its financial support—began to focus its attention and activities toward the larger society and its problems. In the course of this diversion from its traditional campus role, it neglected an important university asset—the union; and at a time when a unifying force on campus was needed more than ever.

Dedicated union staff personnel found themselves often at odds with student officers who were intent on subverting the union program in order to funnel money to off-campus purposes (perhaps fully as worthy). They were frustrated by the realization that without a real commitment to the institution, students in decision-making positions could not be expected to concern themselves with anything but relevance (in their terms).

Examples of the problem, familiar now to most educators, include appropriation of student association funds to Mississippi freedom marches, to Delano grape strikers, to the Black Panther Party, blood drives for Viet Cong, or to any number of programs aimed at improving opportunities for the disadvantaged; or reassignment of community (for use by all) space in the Union to specific ethnic groups on an exclusive basis.

Although the aims of these various off-campus programs usually had significant sympathy and support from all members of the campus community, there was, nevertheless, a growing erosion of responsible support from student officers for the objectives and goals of the union (as expressed in the ACU-I statement of purpose)—objectives which were still considered valid and important by the chancellor and by the Board of Regents.

Some of these Union objectives no longer supported by the student government board included:

1. Community center for all members of the college family —students, faculty, administration, alumni, and guests. (Student Board moved to put the union in an *adversary* position to the university, and to pre-empt the union facilities for exclusive use by one segment of the student body.)

2. Laboratory of citizenship—training for leadership in our democracy. (The student activists now in position of control rejected democracy—and stated blatantly that the U.S. government must be destroyed.)

3. Unifying force in the life of the college (instead, the union was to be used as a staging area for revolutionists whose clearly stated goals were destruction of the institution).

4. Cultivating enduring regard for and loyalty to the college (same as 3, above).

It was essentially this default by student government in relation to the union's objectives that caused Chancellor Heyns to effect a change in the governing structure of the union (the Study Commission Report says student government was "transmogrified by an administrative ruling"). And by so doing, the chancellor testified to his understanding and support of a college union and its value to the ideal of community.

So the union at UC Berkeley now is governed by a board broadly representative of the entire campus community—students, faculty, administration, and alumni. What conclusions, if any, may be drawn from the rise and fall of the University of California Student Association?

One clear principle suggested to me is that the university should not involve itself as an institution in political and social action. It seems obvious to me that to do so surely jeopardizes the indispensable educational asset of academic freedom.

The philosophical argument, as to what a university should be, continues. Respected scholars differ on whether or not the preservation of academic freedom depends upon maintaining a clear distinction between social and political action by individuals and institutional involvement. As I understand, Carl Schorske, for example, believes the university must be a social instrument. Sidney Hook, on the other hand, says the institution must be beyond politics. Dr. Hook explains:

> "As a citizen the scholar may become embattled on all public issues affecting his society to a point where he may permit his body to be conscripted. As a scholar in pursuit of knowledge, he cannot permit his mind to be conscripted. He has an obligation to the integrity of his craft, profession, and scholarly community, which is far from disinterested, and whose defense requires constant vigilance against philistines, superheated patriots, impatient reformers and revolutionists."

At a meeting of the Association of American Colleges in January of this year, Marvin Levich, Professor of Philosophy at Reed College, said the ideology of relevance was essentially anti-intellectual. In a speech to the Protestant Colleges and Universities, David Daiches, English scholar from the University of Sussex, distinguished between "long-term relevance" and "short-term relevance" and said the university should be concerned only with the former.

Martin Meyerson, President of the State University of New York at Buffalo, says that "With their slogans about authenticity, commitment, and relevance, students ask not for the traditional liberal learning but for a learning directed to action."

And again, Professor Levich points out that because academies so strongly sympathize with the political goals of the "relevance ideologists" they cannot bring themselves to reject the demands for institutional involvement because of fear of being thought of as having repudiated the political goals.

This statement underlines the courage of Chancellor Heyns in rejecting relevant demands of student government—not because of any lack of support for the goals, but rather because of a clear understanding of the principle of academic freedom.

And those institutions which may be phased a few years behind the University of California in the educational revolution would do well to study what is now happening to the system of higher education in the State of California—largely because of a failure to keep higher education out of politics.

For many, there may still be time to avoid the political intrusions by legislators, governors, and taxpayers which seem clearly to follow the active engagement of an educational institution in political and social issues of the day.

In summary, it was only when the present Berkeley student government turned away from the campus and, to the detriment of the union, directed its energies and resources toward social and political action, that change in governance was needed.

By reflection, it is possible to predict that a similar deviance by the university from a traditional liberal educational stance may lead to another kind of restructuring. Certainly the status of the system of higher education in the State of California today should give all scholars pause to think about the consequences of such political action.

The Report of the Study Commission, referred to in the first paragraph of this paper, borrowed lines from More's *Utopia* for its epilogue:

> "I needs confess and grant that many things be in the utopian commonwealth which in our cities I may rather wish for than hope for."

ANARCHY ON THE CAMPUS?

William Chase
Dean of Men
University of Denver

Anarchy is defined in Funk and Wagnalls as absence or utter disregard of government, lawlessness, confusion and disorder. Is this what we have on college campuses in the United States today? To obtain a better perspective of what is happening a brief historical review of student unrest would be of value. This perspective can give us a broader understanding of the student activist movement. Student unrest, demonstrations and strikes are not new phenomena. They can be traced back to the earliest educational systems. I would ask you to consider the following quote regarding student unrest and rebellion.

> "They are changeful too, and fickle in their desires, which are as transitory as they are vehement; for their wishes are keen without being permanent. They are passionate, irascible, and apt to be carried away by their impulses. They are the slaves, too, of their passion, as their ambition prevents their even brooking a slight and renders them indignant at the mere idea of enduring an injury. They regard themselves as omniscient and are positive in their assertions; this is, in fact, the reason for carrying everything too far."

This was written by Aristotle about the youth of his period, indicating that today's youth are not so different from the youth of centuries ago. Student power first emerged as a powerful force in the operation of universities in the medieval period. Violence, disruption, and threats were used as coercion if demands were not met. Cities like Angers and Orleans were scenes of student riots during the latter part of the fourteenth century. Paris had numerous incidents involving the town and gown relationships, often leading to physical violence and death. Oxford University had a number of students killed in a riot.

American universities have not reached the degrees of violence characteristic of the medieval universities. Harvard was involved with student protests from the very beginning. Alexander Hamilton began his political career as a student agitator when he and his associates drove the Tory president of Kings College, now Columbia, out of the country. Other incidents, some still on the contemporary scene, were prevalent in the early universities. As early as forty years prior to the Civil War, both northern and southern university students agitated on the issue of slavery. Those involved were impressed with the conviction that the world was capable of improvement and they had a strong faith that they would see improvement. Between 1800 and 1875 students were in rebellion on at least one occasion at fourteen different institutions. Conflict was not only found among the students but among the faculty as well. Sherwood Eddy summarized this period as follows:

> "There is a militant minority rising in college after college. They are rising in defense of every imaginable cause and demanding every possible reform. They secure these demands by threatened or actual strikes. They are an anxiety to deans and presidents and a terror to Boards. The numerous protests indicate that students are not quite as willing as formerly to have their elders do their thinking and deciding for them. Human institutions were never in a state of more rapid change. We may look with more hope than of fear to the rising militant minorities on the campus." (see Kirkpatrick)

During this period underground newspapers appeared, such as the Harvard *Gadfly* and the Oberlin *Critic*. At the University of Michigan the students were displeased with the new presidential appointment, took over the chapel, prevented him from speaking and caused him to resign as president. There were student strikes regarding disciplinary procedures. There was concern about compulsory military training, required chapel services, intercollegiate athletics, and the student voice was heard regarding curriculum and its development. During the 1930's students were in revolt about something most of the time. Rudolph commented as follows:

> "Disillusioned by the nature of the post-Versailles world, they registered their disgust in peace demonstrations, joined picket lines and helped organize labor unions. A small number even signed up with the Communist party."

During the 1940's the war had its quieting influence which was maintained throughout the fifties. In the late fifties and early sixties student activism again reasserted itself. This was due in part to the civil rights movements in the south. Students were becoming concerned about the injustices they saw in the American society. We saw demonstrations against the House Un-American Activities Committee, vigils against the execution of Caryl Chessman. There were challenges against compulsory R.O.T.C., fraternity and sorority discrimination clauses, and loyalty and disclaimer affidavits in the National Defense Education Act. What we are seeing today was launched at the University of California at Berkeley in September of 1964. The door of student involvement was once again opened.

I will not try to document what has happened since Berkeley, but will briefly discuss the incident at the University of Denver in the spring of 1968 which culminated in the suspension of 39 students. During the past four or five years we have heard a great deal about the Student Non-violent Coordinating Committee, the Student Peace Union, and the Students for a Democratic Society. The incident at the University of Denver was not the sole responsibility of any one of these groups or of any group in particular. In the group of the 39 there were students with broad and diversified interests. The group included freshmen through seniors as well as a first year law student and a doctoral candidate. A few were, or had been, members of SDS. A few had been and were active in student government, including membership in the Student Senate. A number were active participants in programs for the disadvantaged and spent a great deal of their time working in many programs that are operative in the city of Denver. Most of them were good students. Very few of the group were in any kind of academic difficulty. Some were outstanding students and would have graduated with honors. How did this group with varied backgrounds, diverse interests come together? In an article written by Doctor S. H. Halleck in the September 1968 issue of the *Phi Delta Kappan* he catalogs a number of theories which have been advanced to try to explain what is happening and why students get involved.

He lists eighteen different hypotheses and it is possible that all eighteen of these had some part to play as far as the University of Denver students were concerned. Some of those he mentioned are as follows: *The permissiveness hypothesis* - the proponents of this view feel that parents have abdicated their responsibility to teach and discipline their children. *The non-responsibility hypothesis* - here it is felt that the youth today are unwilling to assume responsibility for their own behavior. *The affluency hypothesis* - this one is based on the alleged hazards of growing up in an affluent society. *The family pathology hypothesis* - here activists and alienated students behave as they do because they are responding to an unresolved conflict within the family unit. *The sympathetic hypothesis* - here the view is that they are the victim of man-made circumstances and student unrest is a legitimate and rational effort to change these circumstances. *The war in Vietnam hypothesis* - although student unrest began before the war escalated, in recent years it has had a major influence. *The deterioration of the quality of life hypotheses* - here it is believed that student unrest is an appropriate response to the deterioration of the quality of life in America. *The civil rights hypothesis* - the civil rights movement not only increased youth's awareness of a historical injustice which made it difficult for them to be proud of this country, but also served as a training ground for future radicals. *The technology hypothesis* - man has always lived with hope, particularly with the hope that his efforts in the present will be regarded with gratification in the future. Today we live in a society in which past, present and future lose their inter-relatedness. The power of hope to shape man's behavior is diminished. *The media hypothesis* - growth of television particularly is related to student unrest.

Whether any of these fit or some other one fits, I do not know, but the thirty-nine, as well as their supporters, were frustrated with what they saw happening on campus. In a number of cases individuals in the group had worked for change but felt that change was not taking place or it was not taking place fast enough. The issues which got the publicity were not the issues which brought the students to the brink. The published issues were just the frosting on the cake. The cake was made up of many different issues and was already baking before the frosting mix was brought into the picture. While the participants' experience on campus and elsewhere was varied and quite dissimilar, the one frustration which was common to the whole group was that they felt that change was needed and in trying to obtain change had run into nothing but roadblocks or the run-around. Information gathered later would substantiate their frustrations to a certain degree, although their claim that all possible channels had been tried and all attempts had failed was not true. The issue which brought the group together was the election of a graduate student to the Student Senate. The Student Senate Constitution did not allow for a graduate student, and while it had voted to change the constitution it had not completed all the steps necessary for final ratification of a constitutional amendment. Because of this the university refused to allow the election to stand. With the publicity and the fact that the university had supposedly gone against the rights of students, they had their issue. All their earlier frustrations had similar implications, or they felt they had similar implications, so it was easy for them to center their energies and efforts on the graduate student representation issue. At this point the sit-in still could have been avoided, but communication between different segments of the university was not as effective as it should have been. Pressures built and a collision course was established. The kind of communication that was needed did not develop until demands and deadlines were made to the chancellor. At this time conciliatory steps were taken and effort was made to find a compromise, but the efforts were unsuccessful. Why it was unsuccessful I can only speculate, but the egos of a number of individuals were playing a major part in their actions and reactions. In some cases they felt they had a position to uphold and if they did not uphold it they would not meet the expectations of their supporters. Another factor I believe was that the frustrations which were present in the minds of the students had been built up over a long period of time and they needed an outlet. Thirdly, many of the students in the group were involved intimately with the social ills and injustices which are found in all our communities today. When they could see only minor efforts being made to correct these inequities, their frustrations were not only towards the university but the community and society in general. I'm sure there were other reasons as well.

There is little point at this time in outlining exactly what happened as far as the sit-in was concerned or what transpired in the way of demonstrations that followed the sit-in. More important, what can be done to avoid these types of incidents? First, I would not work on the assumption that it won't happen on your campus. There are studies which point out the characteristics of a campus and its student body that seem to be true of campuses where demonstrations and disruption have taken place. Though your campus does not fit the model that has been outlined, I do not think this necessarily eliminates the possibility of your having serious disruptive activities take place. For this reason I think it is important that you think through thoroughly how you are going to react. Should such an event come about be sure that there are good lines of communication both vertically and horizontally, that all segments of the campus are cooperating in their effort to find answers to the problems that are presented, and that there are not a lot of small splinter groups, each going its own separate way, trying to help. I think it is important that thought be given to whether or not you are going to ask for support from outside law enforcement agencies. If you are, at what point is the support going to be requested, and how is it going to be used? A chain of command needs to be designated so that when a confrontation comes there is no question who is going to make the decisions and who has the authority to act if circumstances indicate that action is needed. This aspect of the problem is really the easiest to organize and plan, but these are the types of actions that you hope you will not have to take, that you try to avoid if at all possible.

So, I would prefer to outline some of the other things which I think can be effective, especially as they relate to you people involved with union management across the country. Many students come to college with little or no understanding of why they are there. They're here because it's the thing to do. They're here because parents say they have to. They're here because all their buddies are going and they don't know what else to do. They're here because they don't want to go to Vietnam. They're here because no matter where they turned society said directly or indirectly "you need a college education". So you have many students with little or no motivation as far as the obtaining of an education is concerned. You have students who are trying to find themselves, who not only have their own personal conflicts and mixed emotions, but who see a society which is full of conflicts and mixed emotions. They're looking for answers, yet very often they don't feel that society or the university campus is doing much to help find the answers. For this reason they are attracted by what the radical or new-left has to say. In many cases they don't get deeply involved, partly because they lack motivation, not only with regard to their college education but in other areas as well. They are potential active supporters of a cause that hits their fancy, particularly if it is a cause which they feel is answering a conflict in society, or a conflict which a university has and is doing nothing about. This fairly large group, particularly freshman and sophomore students, is a group that needs our interest and attention. Another large group on most campuses is an active, involved group. They're working for change. They're working for the underdog. They wonder why ineffective professors are kept around. They want to insure that all students are treated fairly and justly as far as discipline procedures are concerned. They're impatient, but they are students who will sit down and talk rationally about what they see and what is happening. They will not always agree with you, but they will accept and consider your opinions and your feelings. Another large group is the generally apathetic student. This is probably the largest group on most campuses. These students are usually getting passing grades, and at times may be aware of not only local but national issues. They just can't bother to be involved in other than their own personal interests and needs. Finally, there is the radical, maybe the new-left, maybe the SDS, who really doesn't have much in the way of constructive suggestions regarding change, and really is not too concerned about it. All he wants to do is tear down what is there. These are the anarchists on a campus. This is a very small percentage on most campuses, certainly less than one percent of most student bodies, and probably in most cases less than one-half of one percent. With this group I'm not sure there is much we can do, but with the other three there is a great deal we can do, and if we work effectively with them we can go a long way to destroy the effectiveness of the radicals. To do this all segments of the campus must be working together. When complaints and criticisms are justifiable ones, we need to work to correct them. We need to listen to what the student is trying to say. In short, we need to show that we are genuinely concerned and interested. If we have done this most students won't blindly support the radical in what he is trying to do. They do not want a confrontation. They do not want to tear down the present structure. They just want to see it improved. For the first group I mentioned we need to provide the opportunities for those individuals to find out what their purpose is in being on a college campus, what they want to accomplish with their lives, and what the issues of the day mean to them. With the apathetic student we need to encourage him to become at least minimally involved in campus affairs and other activities that are taking place around him, because if he will not express himself, if he will not become involved he is, in essence, giving support to the radical and what the radical is trying to do. We need to help the public understand what is happening and what some of the problems are and what these students are trying to say. I have been appalled at how little understanding there is by the public of what the majority of the students is trying to accomplish. All they see and read is what the radical student is doing and this is such a small percentage of most student bodies. Those of you working with students and college unions across the country have an excellent opportunity to help with the communication problem. Your relationship with many students is closer and more open than most places on campus. You have the opportunity to provide programs which will help fill the needs of many of the students. You have an opportunity to encourage these students to take advantage of the services and facilities which exist to help them resolve their problems. Because of the close communications you have, you can alert other members of the campus community to potential problems. You can give suggestions on how to avoid problems that already exist. If the lines of communication are open, if there is a genuine interest and concern about the student and his problems, then you can stay off a collision course, even though the radical is demanding and threatening. The student body must understand the issues and be involved in campus politics. It must be willing to take a stand, not follow the radicals just because it feels change is needed. Indirect support is given the radical when the student body fails to take a stand or fails to make its position known because of apathy or lack of interest. With an involved and knowledgeable student body the confrontations and sit-ins will be avoided.

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A CASE STUDY

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Although disorders and student unrest on college campuses seem to be on the increase, these instances should be viewed separately within the context of a university totality. Remembering that we have just experienced the hottest of long, hot summers this case study is presented.

The first two weeks of November, 1967, were probably the most tense period in the history of Central State University, our small but growing university. During this time we were beset by the most painful general breakdown of communications between administration and students imaginable. This breakdown of communications was initiated by a small group of dissident students. The organization was made up of approximately thirty students and was called Unity for Unity. In reality, this group turned out to be a small number of students assisted by some outside persons, the most noteworthy of whom were professional organizers from the Student Non-Violent Coordinating Committee called SNCC.

I will attempt to give you a capsule view of what happened so that you may fully understand the disturbance, who was involved and the direction taken by the Administration and Student Body to prevent a further reoccurrence of the events of the first two weeks of November, 1967.

The Unity for Unity organization had been meeting in the college union building on a weekly basis. On the third of November, it began to invite outside speakers to speak to the group. These discussions revolved around the plight of the black man in America and the many injustices heaped upon him from the time of slavery to the present. More and more speakers were invited; the meetings became more frequent and more emotional. Each individual or groups of outside speakers encouraged this small group to become more "active" in the so-called liberation of black people. As the first two weeks progressed, these outsiders became more emphatic and vocal that the Unity group should take whatever action necessary to free the so-called black oppressed of the C.S.U. campus.

SNCC leaders were on our campus day and night, talking to small groups of students—agitating them and promising them national support of their efforts.

The Unity for Unity group, with the assistance of SNCC, were readying their so-called revolution to emancipate the black people of the Central State campus; however, the group needed a cause to launch the revolution. It was at this time, November fourth, that the university administration was negotiating a new working agreement with the Non-Academic Employees Union. Thus, the Unity group speculated that this event would be a good launching pad to start their self-styled revolution. On this day, the Unity group forcefully occupied the Administration Building, blocking all entrances and exits. Thus, administrative officers and clerical workers were prevented from entering or leaving the building. This group, emotionally charged by their nightly meetings, hurled insults and physically roughed up persons attempting to enter or leave the Administration Building at the end of the working day.

This forceful blockade lasted nearly three hours. The university president met with the leaders of the Unity group to hear their grievances. Dialogue soon broke down because the demands of the group leaders were so absurd that no university could adhere to them.

They asked that all white students be removed from the campus. They also asked that the president remain mute while they operated the university and made other demands too ridiculous to mention. The president, fearing for safety of office workers, finally called the sheriff's department to clear the building. The group left the building upon hearing that the president had called the sheriff.

This was just the beginning of what was to be two weeks of sleepless nights for the dean of students, dean of men, assistant union director, and myself. We were on duty in the union and over the entire campus; talking with small groups of students, in an effort to stem the wave of emotionalism that was apparently sweeping the university.

The Unity group was now outwardly intimidating students in the union lobbies, dormitories, and cafeterias. They were also intimidating white commuter students. As events began to transpire more rapidly, the group became bolder. They commandeered university offices and used mimeograph machines to run off derogatory literature against the administration, student government or anyone remotely connected with the university. It was during this period that I lost an outstanding Program Board chairman; a student who was so frightened and disgusted with these fast moving events that he transferred to the Ohio State University.

The Unity group, later known as the Black Power group, decided to march on the president's home after failing to gain any significant success with the blockade of the Administration Building. Someone in the group advocated burning the home but cooler heads prevailed. After learning that the president and his family were not at home, the group decided to proceed to the adjacent campus of Wilberforce University to seek out other sympathetic black students to discuss their cause. It was on the Wilberforce campus that the group was advised against the path they were pursuing by the Wilberforce University president. It was here that Central State student, Michael Warren, is alleged to have threatened the life of the Wilberforce University president. What Warren said in effect was: "You are an Uncle Tom. If this were a revolution, I would have to kill you now." These remarks were reported to President Harry F. Groves of Central State University, by Dr. Stokes of Wilberforce University. Dr. Groves ordered an immediate hearing for Warren by the university vice-president.

During the hearing each party presented witnesses and Warren was found guilty as charged. Dr. Groves dismissed Mike Warren on the basis of the hearing findings and because he was one of the leaders of the demonstrations.

This action provided the second impetus for leaders of the Unity group—SNCC to rally students who didn't have all of the facts of the case—to support the unjust ouster of fellow student, Warren.

Unauthorized rallies were held in campus assembly halls, in the union and dormitories; an effigy was burned, more nuisance type harassments were heaped upon members of the student government, who were attempting to get the facts of the Warren case to the students. Meanwhile, the Unity group continued to distribute reams of derogatory literature across the campus.

During the following days of the demonstrations, until the height of the disturbance, meetings continued day and night, calling for the re-admission of Warren and other demands.

The culmination of the two weeks of demonstrations and disturbances at Central State was the Unity group escorting Mike Warren back to the campus, whereupon the president ordered his immediate arrest for trespassing. The Unity group took Warren inside a classroom building and barricaded the building with desks and chairs, vowing that Mike Warren would attend classes.

This group was armed with sticks and were wearing handkerchiefs over their faces, anticipating the arrival of the Ohio State Patrol and the sheriff's department, whom they feared would use tear gas.

The state patrol and sheriff's department did in fact come to the campus but with only a small number of men. The sheriff, after observing hundreds of student onlookers, feared an all-out student sympathy fight and decided not to force entry into the classroom building but instead left the campus. It was at this point that the Commander in charge of the Ohio State Patrol called the National Guard. The Unity group, recognizing that the Ohio State Patrol and sheriff's department had left the campus, soon vacated the campus building.

During the mid-morning of November thirteenth, there was continued nuisance harassment by the Unity group. Student firemen left their posts, campus water mains were opened, thus, reducing water pressure and bottles containing gasoline and rags were found near some campus buildings. These were later identified as Molotov cocktails.

During that night an automobile was set on fire. Later the National Guard arrived and sealed the campus to outsiders. Strict identification was required of all employees entering or leaving the campus.

Most of the night of November thirteenth, students threw rocks, bottles, and other missiles at National Guardsmen and Highway Patrolmen. Subsequently, approximately ninety students were arrested. Some students were innocent, some were guilty. All were taken to the Xenia city and the Greene County jails. Bonds were required for the students to be released.

On November fourteenth the University Board of Trustees decided to close the university for the safety of students with a planned re-opening on November twenty-seventh. After this action, the disturbance ceased.

The closing of the university provided a much-needed moratorium for all concerned in the disturbances. It also gave us time to make assessments and to point to new directions that the university should take in effecting broader communications with our students to prevent further recurrences of the disturbances of the first two weeks of November.

With the resumption of classes on November twenty-seventh, a general convocation of all students, faculty and administrators was held in the gymnasium. Small group discussions were held afterward to discuss all facets of student and university concerns. In effect Central State was beginning to talk about itself.

This meeting was just the beginning of what was to be more intra-University convocations. Some outside resource persons were invited to share in meaningful dialogue and to assist the administration and student body to gain a deeper insight of problem areas during this most crucial period of campus unrest. To my knowledge at least five convocations with small group discussions were held. Each convocation had a different focal point but all dealt with questions that both students and administrators were seeking to have answered, from curriculum changes to fees to the relevance of the Black Power Concept. These dialogue sessions seemed to have had much value in greatly reducing the general atmosphere of tension on campus. The suspicions of students toward the administration-faculty were alleviated. The general concensus that Central State University was ***above all***, our very own university, and that every effort would be made by students and administration alike to overcome this most painful part of our history and move forward with greater vitality to better serve the educational needs of our students to whom we are committed, was reached.

We further gleaned from our convocations and groups discussions a new insight into the counselling needs of some of our more militant students. These students by their emotionalism swayed an innocent student body to react in a manner unbecoming of university students. Student maturity and concern for the efficient operation of their university were discovered from these convocations by administrators and faculty at Central State during this period of re-adjustment.

Shortly after the re-opening of the university, the strain of the two weeks of disturbance and sleepless nights took its toll of our president, Dr. Harry Groves, who submitted his resignation effective with the termination of his contract. Although twelve hundred students signed petitions for him to remain at his post, he declined; citing that the recent excitement of the disturbance had caused an illness to his wife. He felt it would be better to leave his position. He is now a professor of law at the University of Cincinnati.

Although no one can be absolutely certain of what actually precipitated the campus disturbance at Central State, we who were involved can only presume that many factors were present. Some factors are understandable and unreasonable from our point of view. We know that some student protests are because of involvement of the United States in South Viet Nam. We cannot condone the complete breakdown of what has been historically recognized by all people as propriety of dissent; with these things in mind we can conclude that the climate of crisis did then and still does exist on our campus.

This is true on all college campuses across our country. College students are posing very serious concerns to those whom they feel should be able to share some enlightened answers or who can offer some sound proposals to the many complex problems that they will face when they leave the campus environment.

We, the administrators and faculty at C.S.U, attempted to listen very closely to our students in the convocations and discussions. At this very moment, we are listening to the concerns which seem to upset our students greatly, and through increased counselling measures and the implementation of new curriculums, we are making every effort to recognize student unrest as it occurs. Our aim is to reduce the unrest immediately through the services of the student personnel section or other concerned offices of our university.

Central State University is continuing to institute many new programs; such as the Afro-studies program, and is involving students in policy-making areas of the University.

I firmly believe that there are no easy answers to the many campus upheavals that we are witnessing today. These are in part due to social change. We as administrators, college union workers, and people who are knowledgeable of young people must have faith coupled with patience and understanding that the great majority of our students are well-meaning young Americans. They are deeply concerned about the future of our country and have hopes of an America without social inequities because of race, color or national origin. These young people are struggling with issues that will concern them when they take their places as citizens and leaders in our country. These students are greatly concerned about the young men being sent to fight a war that from their every conceivable view is unjust. In essence, we are working with young people on college and university campuses today who are facing great social and world issues. We should have patience and understanding to listen to their concerns and to share with them the most reliable information available.

As a result of the campus disorders across the country, the Ohio State legislature passed a law requiring all state colleges and universities to formulate a code of conduct for faculty-staff and students. This code must be posted in all state buildings. This law is now in effect on Central State University campus. Peace and tranquility have returned to C.S.U. campus, but we never know during these trying times when another disturbance such as 1967 will erupt. We hope we have gained enough insight for our students and from the problems of 1967 that we will be able to handle or stop any new disturbance before it really starts.

A CRITICAL LOOK AT THE UNION

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THE CALF PATH

One day through the primeval wood
A calf walked home as good calves should:
But made a trail all bent askew,
A crooked trail as all calves do.
Since then three hundred years have fled.
And I infer the calf is dead.
But still he left behind his trail
And thereby hangs my moral tale.
The trail was taken up next day
By a lone dog that passed that way!
And then a wise bellwether sheep
Pursued the trail o'er vale and steep
And drew the flock behind him, too
As good bellwethers always do.
And from that day, o'er hill and glade,
Through these old woods a path was made.
And many men wound in and out,
And dodged and turned and bent about,
And uttered words of righteous wrath
Because 'twas such a crooked path:
But still they followed . . . do not laugh
The first migrations of that calf.
This forest path became a lane,
That bent and turned and turned again.
This crooked lane became a road,
Where many a poor horse with his load
Toiled on beneath the burning sun
And travelled some three miles in one.
And thus a century and a half
They trod the footsteps of that calf.
The years passed on in swiftness fleet;
The road became a village street;
And soon the central street was this
Of a renowned metropolis.
And this, before men were aware,
A city's crowded thoroughfare.
And men two centuries and a half
Trod in the footsteps of that calf.
A hundred thousand men were led
By one calf near three centuries dead.
For men are prone to go it blind
Along the calf paths of the mind.
And work away from sun to sun
To do what other men have done.
They follow in the beaten track,
And out and in and forth and back,

And still their devious course pursue
To keep the path that others do
They keep the path a sacred groove
Along which all their lives they move.
But how the wise old wood gods laugh
Who saw the first primeval calf!

The story of the "Calf Path" is much like the history of the college union. It was one hundred and fifty-four years ago at Cambridge University, England that three debating societies "unionized" to form one of the earliest college unions.

Where has our path led us for greater than a century and one-half? Now we are at a stage of activism: debate, picketing: debate, demonstration: debate, demands: debate, fees: debate, etc., etc. The element of debate is still present but its association with the college union of today is somewhat different. The *why* for debate and confrontation in today's world is relative but where really is the union? Where is the professionalism of union personnel? Where is the framework for the present union?

The path has been made; it seems to follow a three-track path . . . "a building, a program, and an operation". The three of these are the integral part of our existence, but existence must show growth and change.

Growth is the most evident aspect to observe. There are more and more buildings being planned and built on campuses around the world everyday. The buildings are bigger and more flexible but their basic content appears to remain the same. In 1896, Houston Hall at the University of Pennsylvania was built. Its original floor plan contained:

-Lounge
-Dining Rooms
-Writing and Reading Rooms
-Game Room
-Auditorium
-Student Offices

It must be admitted that, architecturally, buildings have truly changed but isn't a building built for a specific program? Isn't a program geared to the college or university community? Are we on a "Calf Path"?

In essence, what I am questioning is the college community itself; as is this conference. The union's focus has changed in one hundred and fifty-four years but the union has not *really* changed with its community.

Facilities seem to be in a "community lag". This is shown in the comparison of buildings from 1896 to 1970. Up-dated and streamlined services are evident but the core of the union remains the same.

First it is felt that the union *must* serve as the center for the campus. This is not so. Geographical location, in many instances, forbids this. Why should the idea of a center be the only approach; why can't the union operate through the dormitories—taking itself where the people are? Why can't the stigma be removed of bringing the people to the program?

Many residential campuses have spent thousands of dollars on dorms with magnificent lounges—yet the Union/Center *must* provide the same.

Also if one looks at what occurs in the lounges of many of today's facilities, the observation that they are over-grown study carrels becomes evident. When a student walks into a lounge, conversing with a fellow student, and is "hushed", one must question the purpose of the lounge . . . and much more. He must see why the students need this area for studying . . . what happened to the library, or if that is inadequate, should the lounges be changed to study carrels. Such a change might be negative to the image of the union but . . .

Commuter colleges must also take a close look at their lounges. What are they being used for besides studying? Probably one will find a commuter with his feet propped up on a table, with his shoes off, in a prone position, or just sprawled out on the divan catching a quick snooze. In many unions the situation can't exist. The staff accosts the student for not keeping his feet on the floor. He is thus told to use the lounge in a manner that the union says he should; not as he needs or wants to.

Much the same is true of recreation areas. These facilities have been on the "union norm" for years but—why, in many of the metropolitan and some rural areas—are regional tournaments in a bind? Why is this facility created on a campus when the service may already be in the dormitory or in the community? Why is this area usually a financial burden?

Much of the interior design of today's unions has deepened the path. Beauty, visual impact, and flexibility have removed the warmth of the "living room" of the community. How ironic it is that the design of a new union is cold and uninviting and yet when a person walks into the director's office it is warm and congenial. What happened to over-stuffed chairs and plank floors?

Meeting rooms and/or flexible areas have made no real breakthrough since the invention of the table and chair. The degree to which these areas are furnished and conveniences are added are determined strictly by budgetary matters rather than needs, wants or "educative function."

The typical commercialized service/information area also has made no advancement in years. The profit motive has entered this area and almost destroyed its original purpose.

Exhibit areas have been developed in almost all public sections of the building. But what are they really? Paintings are on display. There may be a reception for the artist but overall there is no true educative follow-up to what is being exhibited.

. . This is well trodden path . . . the "union norm". One hundred and fifty-four years of existence, some might say, proves the union's worth. But as life style and educational style change so should the union. In many situations the union is seen as a "catalyst" for college community life. It is an agent that creates change, but as is evident, it basically remains the same. If the union is to be an effective medium for the changing educational climate of *today's* institutions, I would propose that (to borrow a Canadian colleague's phrase) the union should be an "enzyme" . . . an agent that creates change and changes itself. Changing not for changes's sake but to meet the plastic needs of our communities.

The "path" *must* begin to lead the union to the community. The union must become an integral part of the community. It must be *this* "changing changes". Questions that have been brought out must be answered. Flexibility and adaptability are not enough. The union building, let alone its program and staff, must be contemporary. Mr. Max H. Andrews once said, "A college union director must remain one step ahead . . . he must be able to adapt all he confronts."

In this light, specific thoughts must be aimed at:

- -Creating the situation where the union goes *to* the community with some basic programs . . . not always bringing people to the union.
- -Creating a building that is humanizing and has a distinct personality of its own.
- -Creating meeting rooms that have electronic centers within them-helping groups and/or individuals train and develop themselves.
- -Creating an atmosphere, through decor and design, that symbolizes changes. (Architecture of the union should *not* be the same as the rest of the campus.)
- -Creating areas within the building with which specific groups, clubs, curriculums can identify.
- -Creating a semi-public area where couples can go.

Such thought and creativity could destroy the path, build a new highway to the community and make the union an element in the community—not a norm.

Marvin L. Kelley, Program Director
Memorial Union
University of Iowa

A two year absence in the armed services has provided me the opportunity to observe objectively a serious lack of substantial development in programming. There does not appear to have been the significant progressiveness that the changing times seem to require. Where is the creativeness, the diversity, the experimental, the controversial, yes, even the radical? To put it bluntly, *your* union program is behind the eight ball!

No doubt you are silently reacting in defense of yourself, your staff, the students, and your program. "We are creative," you say. "We do present diversity! We do program controversial speakers! We are progressive!" But before you quickly decide that this accusation does not apply to you, give it a longer *second* thought. Don't be so naive as to believe that the program is the ultimate, the model for all to adopt or adapt. In fact, isn't it true that some or most aspects of it could use development? Couldn't you expand or create even more, or perhaps your board should analyze the process more deeply? Certainly we all have had some students and some programs we are proud of—some unions do accomplish a great deal. But it's not *enough*. We have a long way to go before we can sit back and relax. Too often the tendency is to enjoy the status quo, only occasionally being concerned with further development. Arguments are easily developed to excuse such tendencies.

Limited space and facilities are indeed a hindrance. If you have no recreation area it may be difficult to sponsor a billiards tournament. Yet the program board isn't (or shouldn't) be limited to its own building. They might be surprised how multipurpose any room can be. A bit of imagination and strong will can help here.

And there is of course the budget. Funds are certainly a significant factor in programming. Lack of money is one of the most restricting elements. But don't give up. Remember that some of our best programs cost little or nothing. Let the students meet the challenge. With some imagination and your help, students can do wonders.

"Competition" exists in campus programming. At any school, there are always other student, faculty, and joint organizations which sponsor a variety of events. The job of the board and its advisors then becomes more of a challenge, analyzing the total situation and providing the diversity. Remember the overworked phrase, "meeting the *needs* and desires of the campus"?

And what about the students' attitudes? Are they willing? Are they creative? Do they experiment? Do they analyze? How do they perceive their role? Are they in a rut? Do they represent a variety of opinions and desires? Are they well-organized? Questions relating to their attitudes are endless. The most important single characteristic needed by an individual or a committee is enthusiasm. Your job is to insure that enthusiasm is never totally lost. Without it there is nothing. With it, the battle is nearly won. Should there be an attitude problem within the administrative channels (from advisor to institution president) it must be corrected. Quit complaining about it and try a constructive sales program. The students' enthusiasm, together with a logical case in their behalf, can loosen the restricting administrative bonds. Assuming you recognize the attitude problem, i.e., where and why it exists, *you* can best develop the attack to overcome it.

But can you? Are you able to observe objectively each situation as well as the "big picture"? Are you satisfied with your attempts to prod, or praise, or criticize? Again, I remind you that if you *are* satisfied, think about it a second time.

There are many influences that affect the union program, but the *most* significant is the advisor. The program staff is in a position to "make it or break it", as are the other union staff members. The tone, the atmosphere, the attitude of all who work on programs are set by the advisors. Take a good long objective look at yourself. I firmly believe that it's our fault that we are not programming on an up-to-date basis.

The advisor must learn how to work with each individual student. He must know when to be dominant or passive, when to push or hold back, when to praise or criticize. He must be sensitive to the students overall personality and to each mood. In short, he must be empathetic. But how often we observe one of our kind who does not adjust to the situation. We see the dominant advisor who ultimately ends up working by himself on programs. We see the moody advisor who can't forget his own problems and fails to recognize a student's need. Occasionally there is the passive advisor who, in the eyes of all, begins to look like the inanimate vending machine down the corridor. Certainly we are only human, subject to all the hang-ups, but the commitment we ask from a union staff member involves the ability to relate to all kinds of people. We must project ourselves above our own little worlds.

Most of us recognize bigotry and prejudice when we see it. Yet we constantly react with closed minds ourselves. It is the right, even the responsibility, of free people to form opinions. It is their right to attempt to effect change. But given a position of responsibility the closed mind approach usually pervades the decision-making process. Wasn't it just last week that you didn't approve of posting that SDS poster announcing their meeting in the union? No wonder students are restless today! Decisions and advice should not be based solely on opinions, yet so often they are. An advisor does have administrative responsibilities to consider. This consideration should be a delicate process, not a sledge hammer blow. It is an advisor's responsibility to permit and encourage change and to rise above a personal opinion if necessary to accomplish this responsibility. Don't you think it's about time *you* experimented with a decision or with advice as well as with a new program?

The volunteer is the key to democracy. We would have this particular freedom of choice no other way. Certainly we want membership on program boards a voluntary choice. We then can assume there is an interest on the student's part. Perhaps his interest is for selfish ends; perhaps he was "required" to volunteer by external pressures. But that spark of interest is there, and nothing should smother it. Rather, it is our job to feed that desire in such a way that the effort is worthwhile. The process by which the initial interest is developed into accomplishment and satisfaction is our reason for being. This is the educational value of our work, the justification for our job.

The trend on campuses today is toward student power. This power is defined many ways by many people. Program boards should be encouraged to exercise power in responsible ways. Given the responsibility of power they will define it themselves both verbally and by their action. Given an area within which to work, without their advisor constantly watching over them like Big Brother, they will use good judgement and accomplish their goals. Within such a healthy working relationship (with us) they will progress farther and faster. We must learn *how* to listen, hear the potential, and assist with sound, constructive comment. Certainly we can resist those who only want to destroy. But there are channels toward which the constructive ideas can be directed. The advisor can create these channels as well as to direct the potential toward the existing ones. As he develops trust with his students, his ideas and opinions will be warmly received. Let the status quo be challenged and altered. An experiment, a risk, even a gamble can often lead to rewarding and meaningful ends. The advisor must be constantly concerned with imagination and variety. He must continually develop enthusiasm. He must not let the program be a reflection of The Establishment alone. Require diversity, development, controversy. The role of higher education takes as a basic tenet the concept of freedom of expression. Rather than permit it, demand it!

The ACU-I Conference *Proceedings* over the years are full of the do's and don'ts of exactly this subject. Several of our colleagues have presented their ideas and opinions of the advisor's role and program philosophy. Why don't they sink in? We all know (or think we know) the core of the union philosophy. But do we constantly keep it in mind? Do we remember it at the crucial moments? Sometimes we do, but until it becomes automatic to us *all* the time, there is the crucial need to improve. Since we seem to occasionally forget our aims, our purposes, even our responsibilities, I facetiously suggest we adopt an oath to be recited daily, as we did the pledge of allegiance in grammer school. Or is it so facetious?

Before I close, I would like to cite some excerpts from an article by James W. Lyons, which appeared in the February, 1967 issue of the ACU-I *Bulletin*.

> "The best unions are most often those who are, by intent, mavericks, and non-conformists. They resist routine and repetition. They are rarely satisfied with what they are doing, and seem to be in a state of constant protest against the status quo.
>
> "The better unions are those that tend to unite the campus and consciously counteract those forces that tend to divide it . . . .
>
> "The better unions are not "student" unions. Rather, they are the commons for all members of the college, whether they be students, faculty, administrators, or alumni, conservatives, radicals, preppies, beatniks or hippies, playboy or scholar.
>
> "The better unions are the common ground where controversies and conflicts are raised and resolved . . . . The unions on the best campuses are free to provide the opportunities and the facilities for diverse elements to confront, not only each other, but the judgement of the community as well.
>
> "The very best unions are those in which the student leaders are really free; free to make mistakes, and free to confront any issue or topic or problem that is important to them.
>
> "Finally, the union is at its best when it has succeeded in cutting through the facades of pretense that make people appear to be more different from each other than they really are. Today's student has an intense desire to be, rather than to appear to be."

Yes, I believe we are behind the old eight ball, in total program content and in doing our job well. But I'm glad of it. The challenge continues to be there. It won't be met for a long time, if ever. We need that challenge in order to avoid complacency. Let's pledge ourselves to more intensive effort. Let's develop a personal challenge to be remembered daily, even hourly. To admit a weakness or a failing is to recognize the need for improvement. It isn't so hard, nor is it a losing battle, or none of us would be here today.

Van Westover, Assistant Director
Loeb Student Center
New York University

For decades, a program board has lived and functioned and grown within the home of a college union. The college union staff has been the parent and the members of the program board have been the children. The union staff members have become older with the passing of time (and I am certainly no exception) while the students residing within the union home have remained in the same age bracket of late adolescence through the years.

In the true parental spirit, the college union staff has acted in the students' behalf in applying for and obtaining an annual budget with which its programmers work. The college union staff has worked with the students in an advisory role to save them or the union from heading for trouble. Someone has signed the talent contracts for the students. The students have been sent to regional conferences or to recreational tournaments because the college union has felt that such attendance will be for the good of all concerned.

This raises a number of questions. Is programming within the educational setting for the benefit of the college union or for the student members of the program board? Do the members of the program board have actual freedom of choice, decision and responsibility? Do the members of the program board operate in an atmosphere of enforced dependency upon the college union?

At this point, I would like to suggest that we look back upon ourselves in the late teens . . . in the stage of late adolescence. In some way, we each were looking for a chance to become something more than being forever known as our parents' children. We were each seeking an individual identity and a sense of belonging within our own right.

Time is an elusive factor. As we strive to maintain our own identity, which we may or may not have achieved in late adolescence, we often unwittingly deprive the current late teenager of the right to achieve his own goal of identity. All too often we prolong the adolescence of the student of today through the manner in which we work with a program board.

I would like also to suggest what may or may not be possible. That suggestion is to (1) glance at ourselves as we think we remember ourselves in late adolescence, and (2) look next at ourselves today in relationship to the way in which we work with the members of a program board. If these two views are out of phase with each other . . . and I suspect they are . . . then we are doing the students of today a disservice.

If one wishes to right such a disservice, then he need be introspective enough to be objective. He need objectively decide if he has honestly and truly established a climate in which a program board can function with actual freedom of choice, decision and responsibility. At the same age as the student of today, did we not want actual freedom of choice, decision and responsibility? No matter what the age, an individual treasures these same freedoms. The members of a program board are no exception.

Therefore, in taking a critical look at ourselves, I suggest that we stop being parents to a program board for the well-being of its members. I submit that a program board should be permitted to go its own way more so than it ever has been in the past. The group should have its own identity . . . an identity that is commensurate with the world outside of the college union and even beyond the educational institution involved.

For a try, why not remove the college union as a middle-man between the program board and its institution of higher learning? The board could apply directly to student government or to the fund-allocating office of the institution for its money.

Why shelter the students by signing their entertainment contracts? If no member of the board is of legal age for such signing, let the students find their own solution to the problem. If the entertainer's manager requires the signature of a college administrator, let the students conduct their own fight for the removal of such a stipulation. Let the students know that they possess the responsibility of contractual arrangements without dependency.

If the students see no value in attending regional conferences or recreational tournaments, let them do their part in restructuring these events, if they so choose. Certainly, no one encourages the students to attend such events as an indication to sister unions that this one is part of the pack.

Without perpetuation by a college union, the board members could program in light of the given day without feeling that they must give regard to tradition. If the board wants to program outside of the union, let it do so. If there are errors in conduct, legality or taste, let the board members come under the restrictions of a society they will face in a world not sheltered by a college union or an educational institution.

Although this approach may seem radical, why not experiment by removing the program board shelter? There well could be seemingly negative results in the transition period. However, looked upon positively for the good of the students and their drive for identity, the results may be only negative for the college union staff. In time, the results could create a stronger program board fulfilling a greater need for the students of the moment. Or, as shattering as it may seem to some, the results could show that the students do not need nor want a program board in the first place.

Merwin E. Kinkade, Center Director
Newark College of Engineering

If you are running a college union and have an Operations Manager or an Assistant Director of Operations, fire them—or switch them into programs. If you are the director with no professional staff, and find that more of your time is taken up with administrative detail than with students, then take stock of your union objectives, because your students are being cheated. The bureaucracy in your organization is probably impeding the educational progress of students on your campus.

I believe the division between programs and operations that exists in the minds and organizations of union people is an artificial one, more historical than necessary, more harmful than good. Let's examine some of the reasons that directors have separated "Operations" out of the overall union operation.

The chief cause for the present-day importance of Operations is that many of us prefer dealing with *things* rather than *people*. Thus we choose to specialize in a phase of union work which has as its premise that the union building has more impact on our students than the students have on our buildings.

One reason many of us make the "thing" instead of the "people" choice is that we are unable to deal with students. We lack understanding of student needs and motivation. And we, as established, comfortable professionals, do not like having our attitudes and values regularly questioned by challenging students. (Are we too insecure, perhaps, to answer questions as to why "policy" must dictate the way things are done in the building? Do we take the time to really listen to students who want to change or circumvent existing policies?)

Another reason for specializing in building management is that it provides frequent, substantial feedback of information by which we evaluate our own performance. Our bosses, too, know how we are progressing because there are many easily perceptible criteria; reports, memos, statistics, income, records, etc. For most of us, the availability of such measuring tools provides personal satisfaction not readily found when dealing primarily with students. Isn't there more personal satisfaction in seeing that a building is well-planned or a report well-written than in trying to guess where you "are at" with the students? It is usually frustrating and difficult to assess our progress with students (Are we helping them to become educated, to develop?) because they give us so little feedback or show few tangible results.

Some of us select operations because we have a business orientation or training, so it is natural to seek out a position that fits our needs and talents. We become very concerned with maintenance, income, traffic, reservations, and myriad other details. We do deal with people because they help keep the building running. But we are probably too busy to talk or listen to more than a few students, since our availability becomes limited, and the pressures of time so great.

Many union professionals are motivated to choose operations over programs because of the apparent prestige and professional status differential that exists on campus and nationally, in A.C.U.-I. Despite recent trends in annual conference programs, there is a feeling, an attitude, that the operations people are somehow more important. The substantial disparity in salaries offered will be evident to those of you who are job hunting. (It may be enough to make you change your mind about taking a position in programming).

The union staff member who deals most with non-academic departments is likely to be best known to other campus administrators. Quite naturally there is more communication and understanding between people who perform similar functions (for example, accounting, scheduling, maintenance) than between those having dissimilar duties (art exhibit and concert bookings, counseling student organizations, conducting leadership conferences). Campus prestige is further enhanced for operations people because they usually are closer to the public image of a business executive (regular hours, conservative attire, organization-consciousness) than are program people.

Another major cause for the importance of operations is the concept of management science applied to unions that work can be broken down according to like function. This is efficient and therefore desirable. A corollary to this idea is that efficient union operation is a prerequisite to successful attainment of union goals (education, development of individual, etc.) Thus efficiency of operation becomes a goal of the union. So those duties and responsibilities pertinent to "running" a building are centralized in an "Operations" function. Duties pertaining to working with students are centralized in the "Programs" office. Once functions *are* separated, then operations starts becoming predominant. Even in small, one-man unions, where both functions are obviously in one location—the director's mind—operation efficiency is emphasized, "Once the building is running smoothly," the director thinks, "I'll be able to devote more time to programming."

If we are to take the criterion of efficiency seriously, how can we then justify building up a staff that duplicates operations functions already existing on most campuses—maintenance, security, purchasing, scheduling, payroll, personnel, food engineering, and accounting, etc.? Surely the centralization of service functions makes more sense for the college. By creating our own service staff are we saying that centralized services could not be extended to serve the union operation? Or that we would be unable to get that much cooperation from other department heads?

In the name of efficiency, are we demanding our own separate operations staff because of our inability to communicate our special needs to other department heads, or to make them see the worthiness of the union philosophy? Are we using "efficiency" to disguise our own need or desire to empire build?

Efficiency is not a valid criterion for judging the success of a union because it is not a "human" concept. Defined in terms of the comparison of production with cost in energy, money, time, etc., the word connotes a mechanical process, measurable in a quantitative way. The goal of a union is to educate. If education cannot be adequately judged in such finite terms as "energy, money, time, etc.", then efficiency is not valid as an indicator of the successful attainment of educational goals. Therefore I reject the idea that efficiency is relevant to a college union at all.

Furthermore, efficiency does not take into consideration the individual student's needs to which a successful union must respond. The showcase union, for example, efficiently operated, efficiently decorated and efficiently regulated, holds little interest for the student who wants more from a union than a clean, neat building.

The emphasis on operations is misdirected. The only acceptable measure of effectiveness of operations is how well it facilitates programs. Operations must be a vehicle for programs, serving in a supportive role. If I might borrow from McLuhan: operations is the medium, programs the message.

Claims that the operation function fills an educative role are unconvincing. It is doubtful that the reservations office is contributing more than a few superficial facts when it "counsels" a student as to the arrangement of chairs in a room. Are coeds supposed to be "educated" to be better housewives because the union was clean? Nonsense! The program function is meaningful in terms of education. It is impossible to justify operation in terms of education!

The union should serve the students. Who cares if the floors are clean? The students don't, unless they want to sit on it. The "university conference center" and the "service station" unions don't serve the students, because there is too much concern with events having no relevance to them; alumni days, symposia on exotic subjects, banquets for college officials, Rotary Club, or Kiwanis luncheons, faculty wives' teas, etc.

If interested students could set up priorities as to what is important in a union they would select things which fall within the domain of Programs, except for good food and a place to sit. Students are usually discouraged from getting involved in managing or governing their union because of the operations bureaucracy. (I am not sure if this is a cause or result!)

How can the undesirable emphasis on operations be overcome so that they are put in perspective, in a supportive role for programs? We union directors must establish priorities, with student help if possible, which put the needs of students *first*. Our potential roles as understanding adults and as counselors is not being fulfilled because we haven't the time (or desire). The needs of Programs are next in importance. Both programming and counseling are educational functions—the *raison d'etre* of the union.

If we can find ways to evaluate better our performances in the non-operations areas, to better measure the impact of our programs, then we'll not find it necessary to rely on operations for the security of knowing how we are doing. The best way to know is to talk with and *hear* what the students are saying. By following up on student suggestions and complaints we can establish our credibility with them. They will let us know "where we are at."

New channels of communication with students should be opened up, and the old ones strengthened. Established campus news media reach many, but we must try new things, too. Surveys and questionnaires, student advisory committees, and "feedback" committees can help. Another method of communication is through leadership training programs and group sensitivity seminars in which we participate.

If there is no alternative to separating operations from programs, then some creative management might help. Why not pay your programs staff *more* than your operations people in order to improve their professional status and prestige? Or, how about requiring that every July the Assistant Directors for Programs and Operations change jobs for the year? What about putting all income earned in food and recreation facilities into programs?

If operations and programs are separate functions in your buildings, the bureaucracy is most likely preventing your union from successfully achieving its educational goals. When this happens, the union is irrelevant on your campus. As an educator you must not allow this to happen!

Richard E. Mayer, Assistant Director
College Memorial Center
Queens College

Have you tried to include students in the decisions and policy formation areas at your college union?

College unions in the United States have had over fifty years of letting the director of the building operate and control the entire operation. However, in 1969, this concept is rapidly changing and students in institutions of higher education are demanding more of a say in all areas of union management. The college union will become a prime target as time progresses because many unions are built and run on fees collected from the students. Therefore, students feel they should have a say, if not complete control, over the union and its operation.

This new concept is causing more and more union directors to do some deep thinking on their role, possibly come up with some new forms of operating their building, and develop new methods of decision and policy formation in their unions. The cry of "Taxation without representation", is one that more and more students are going to be uttering in 1969, if meaningful involvement in decision and policy formation, boards and committees does not come about.

But where do you implement student involvement in your union? How do union directors know that students have the qualifications for various areas of policy formation and decision-making?

These questions are not new, but the way you handle them could be. Where do you begin with student involvement? Think of your operation as it is today. Can you think of areas that you are not pleased with, or that the students are complaining about? If you cannot, you are in an utopian situation. If you can, don't just sit there; get actively concerned and involved with the staff and students on your campus. At the January 1969, International College and University Conference Exposition in New York City, a dean of a large southern university was asked if he had students on various boards and committees on his campus. He said, "no," because the students had not asked to be on the committees as of that time. Don't wait to be asked by the students for a say in decision-making. If you do wait, it's almost too late. Ask them to help you, and you are well on your way toward a positive relationship.

How about the question as to whether students are qualified to serve on these various committees and boards? The answer to this question is not as difficult as you may think.

First, not all students are qualified to serve on certain committees and boards, anymore than all faculty members are qualified to serve on certain committees and boards.

Second, in most cases, students can be more rational and understanding because they have not developed a "bureaucratic mind", and are not caught up in the local politics that all administrators must play at one time or another. However, if students' potential is to be fully developed, they must be given the appropriate background and procedural information, taken into your confidence on various matters, have faith and trust in the people with whom they are dealing, and have a meaningful vote in all decisions made.

Three areas that you might consider for immediate student involvement are budgeting, calendaring, and hiring, firing, and promoting of the professional staff within your union. These areas of decision and policy formation, the most crucial to the operation of any union, should have student participation.

When the budget is being prepared for the coming year, get students on your budget committee to help you decide what is going to happen and why. If the bookstore is going to raise its prices, or if the cafeteria has to cut back its operating hours, let the students be in on the decision-making process from the beginning. In this way, the students will be given excellent training and responsible student involvement in the area of budgeting. Students on this committee will also act as public relations men and allow their fellow students to obtain factual and reliable information from people they trust, their peers.

Another area where union personnel run into some operational difficulties is in calendaring events. What groups have priority, who gets charged, how much do they get charged, how many dates can one group have, etc., are only a few of the many procedural questions that union personnel have trouble with each year. By involving students in these problems areas, and by reviewing each decision annually, the union director will be more aware of what is happening on campus, and his own bias will not interfere with student programming.

Involvement in calendar programming will help the student develop an idea of how the program and budget are closely related. Such policies as charging outside groups and encouraging conference groups to use the building during non-prime time become easier to explain when one student can describe it to his fellow students.

Last, and probably the most important area in any operation, is that of staffing. This is an area in which union directors take pride. Many union directors fail to realize that union staff have to perform satisfactorily with two different types of people: the first, students; the second staff. Although a union professional can get along with staff, if he cannot get along with students, there is a real question as to whether he should be rehired.

Many times a union director is so isolated from students and gets such distorted reports from his staff that he hasn't the vaguest notion as to how his staff is communicating with students. This is where student involvement is essential. Students must have a say on the hiring, promoting and reappointment of all professional staff members if they are to fulfill their roles in the union hierarchy.

Many union professionals will say that the above system will never get off the ground. Others will say that this system will only work in Canada. They may be right, but one of the exciting things about working in a college union is the constant change that takes place. If you are not ready for this challenge, you'd better think about leaving the field, as you are doing an injustice to yourself and the student body that you are working for.

STUDENT RECRUITMENT: PRODUCTIVE ACTIVISM VS. DEMOCRATIC PASSIVISM

R. Eugene Briggs, Program Consultant
Coffman Memorial Union
University of Minnesota

It is my purpose to point out in this paper the strong need for program boards and staff of college unions to recruit actively the "campus radical groups" into the union. We cannot do the type of programming we did ten, or even five years ago. Today, students seem to be more alive, more interested in the social ills of our country and our campus. They are willing and able to affect some type of change.

Traditionally, we have not had to recruit students. On any campus, there are groups of students who are willing to work with, sponsor, or even suggest a program. Those students seem to perpetuate themselves. Those students seem to have reflected the ideas, concerns and values of the rest of the campus population.

Today's college campuses are no longer made up of a set of characteristics which we have labeled "student" but rather are as diversified as life itself. College administrations are recruiting "high-risk students", "culturally-different students", "financially-disadvantaged students".

We, in the union, must do the same. We must understand that these students will not come to us on their own. Tea parties, *Union Night* and other traditional techniques will not work. The union board and staff should identify and introduce these "radical groups" to the facilities of the union.

I realize that there are many groups who are politically and/or socially oriented but I would like to focus on one particular group—"black student organizations". This group may or may not have every black student on the campus as a member but we can be sure that the total black population on a campus becomes very cohesive during a crisis. As a rule, the black student does not participate in the functions of the union.

One of the reasons for lack of participation is peer pressure. Black students tend to ostracize a black student who joins program boards or any other white group. There is a fantastic amount of pressure to keep black students together and cohesive. Usually, it is the black organization which sponsors social functions for the black student. To be involved with a white group would mean being cast aside by other black students.

Another reason for the lack of participation is the national movement toward Black Separatism. Most of the black students are in some degree wrapped up in the struggle for "Black Identity" and it is viewed by the most militant students that any involvement with a white organization is to deny your blackness.

A very important reason for the lack of participation is that token integration rather than total integration has been the pattern. If a black student is brave enough to buck the first two reasons, he finds that he is not totally accepted by his new-found "white group". He is, at this point, a "marginal man".

I have only stated a few reasons for the lack of participation. There is no doubt in my mind that there are as many different reasons as there are colleges and universities. When we try to solve our difficulties, we must communicate. One common complaint of black student groups is that quite frequently they are not notified of functions taking place on campus.

For the black student who enters our school, we must show him and prove to him that he is welcome and wanted in the union. Program staff and board members should offer the facilities of the union to the black student organization whether the organization is official or not. There is no need for separate unions but the union on campus must become relevant to the black student. When we recognize that the black student has a different culture (not a sub-culture) than the W.A.S.P., then and only then, can we proceed to make the union relevant.

To the black student, democratic passivism is as stifling as overt racism. How can we in the union fully expect a people who have traditionally been denied equal opportunity all of a sudden to take complete advantage of all that might be available to them? We must, at this time, take positive and overt steps to include blacks in our planning, programming, and all phases of the union.

While we are recruiting the black students to the union, we must remember that a sensitive and diverse staff is necessary. We need people on the staff whose interest and training is not homogeneous. Black professional staff is highly desirable and necessary in order to cope with the needs of the black student. Perhaps the day will come when it will be natural for people to relate to each other regardless of color, but for *now* this is not true. Black students want to relate to black staff. This gives them a sense of identity and pride.

Judith Babcock, Assistant Director
Student Activities
Ohio University

The purpose of this contribution is to define just what our traditional recruiting and selection processes have been in the past so that we have a consensus with which to compare Mr. Briggs' new recruiting ideas.

All of us would hope, of course, that our programs do our recruiting for us. And all of us would hope that our ideas and plans would prove to the campus that program board positions are the grooviest, most psychedelic, and most creative offices available to any student in his college career!

However, as some students miss this most obvious fact, there have been a number of common recruiting devices established by most college unions.

A freshman night held in the early part of the fall quarter or semester has been used to stir interest in the union and to educate freshmen as to the union's place on the campus in students' activities. A correlate to this is a *Union Night*, when all students are welcome to come explore the union or center at reduced game prices and to enjoy other attractions for the evening.

Another technique is to display the names and pictures of union board members on a prominent place in the union with an explanation as to what their duties are, how they are selected, and when in the school year selections take place.

A great deal of the best recruiting is done by board members among their friends. Because most board members are acknowledged campus leaders, they are aware of other students with good leadership potential in their housing units, social clubs, or academic areas.

During the term preceding the selections, an extensive effort for publicity about current positions available should be mounted. Openings are published in the campus newspaper, on posters, fliers, and on campus radio. Every recognized student organization should be sent a letter or flier concerning board openings and opportunities, with information on who to contact (i.e., the advisor or current president) for further information.

Another method of recruitment is by holding open house for all activities early in the term. At this time personal data and interest sheets are distributed for personal contact use in the future.

Often screening committees for other offices or events may discover some fine, motivated students who were not suitable for that particular position but who might be a good union board member. Cross-staff communication can help us all to keep in touch with these "discoveries."

Any student who contacts the program board advisor during the year with new and vital ideas for programs should be encouraged to screen for a board position. If he had ideas simply on his own about campus programming, it certainly says positive things about his awareness and initiative. We can all use this kind of person.

Board members may decide to host a special coffee hour for those interested in program board. Questions can be answered informally that may not even be raised on more formal situations. A kind of brain storming session might even develop from this—eliciting new ideas for programs that might not have occurred to members before. Screenings should be held as soon as possible after this to sustain interest.

As you can easily determine, Democratic Passivism in student recruitment is not often all that *passive*! A good deal of work and ingenuity must go into our traditional recruitment methods to make them work for us.

Any program, poster, word of mouth, etc. concerning program board is ultimately a recruitment device. Perhaps one of the keenest evaluation measures we can heed is the quality and quantity of students applying to be on program board "where the action is."

THE ROLE OF PROGRAM PROFESSIONALS IN AN ERA OF STUDENT ACTIVISM

Neil Murray, Assistant Director-Activities
Erb Memorial Union
University of Oregon

It was only ten years ago that college students were called the Silent Generation and were epitomized by the quiet, almost passive student who dutifully spent four years regurgitating class notes and keeping his nose clean so that some day, degree in hand, he might get a good job and make money—the more the better. Remembered in a time capsule, he could be accurately represented, says Jack Newfield of the *Village Voice*, by "a subpoena, a blacklist, a television tube, a gray flannel suit, a copy of *Time* magazine with Herman Wouk on the cover, a Lawrence Welk album, an 'I Like Ike' button, and a blank sheet of paper."

Then, spurred on by two youth-oriented national heroes, John Kennedy and Martin Luther King, students became involved in the civil rights movement, in the Peace Corps, in the Mississippi Project, in the March on Washington. It was a new day of optimism; of revolution without riot. The popular culture dubbed those high-idealed and activist students the Committed Generation.

And now things have evolved into something new again—a rather bleak, cynical student subculture where the key words are confrontation, alienation, militancy, and more and more frequently, violence and revolution. It is this new environment of clash and conflict which has led Robert Kavanaugh to characterize today's students as the Grim Generation.

George Kennan, in his critical treatment of new radicals, *Democracy and the Student Left*, chooses these words to describe the typical member of the Grim Generation:

> "He is anxious, angry, humorless, suspicious of his own society, apprehensive with relation to his own future. Overexcited and unreflective, lacking confidence in anyone else, impatient and accustomed to looking for immediate results, he fairly thirsts for action."

Here, then, is the evolution of the past ten years: Silent to Committed to Grim.

If we were to understand today's student radical or activist or militant or whatever, and if we are to determine our own role as union professionals based upon such an understanding —it then becomes mandatory that we examine the factors underlying this evolution.

Just one cautionary note—we should be careful to clarify our reason for looking at the cause of activism. We are not exercising a sort of psychological reductionism which will permit the dismissal of the central issues raised by activists—for they are real and worthy of solution. Instead, we are looking for the mother-germ of our hostility-riddled environment so that we, as union professionals, can work more effectively toward the settlement, and not the dismissal, of those issues.

Everyone agrees that those involved in radical and activist movements are a small minority of the student population. This being so, we might well question the wisdom, perhaps even the sanity, of the implicit notion of this session: that we tried and tested union professionals should consider altering our ways to tinker with a mere handful. Why can't we just continue to work with the clean and the contented—stopping from time to time, of course, to put out a radical brush-fire?

Without commenting on the increasingly enormous amounts of time and energy we are devoting to brush-fires or, in some cases, to devastating calamities—without ever concerning ourselves with that—we can find good reason to change, as the implicit notion of this session suggests.

For starters, we should look more closely at the non-activist majority. Couldn't their passivity, their apathy, their lack of participation merely be their way of acting out their own special brand of alienation, resentment, and contempt? Berkeley and Columbia, now seeming like ancient history, give us important clues that this is so. The Byrne Report of the 1964 Berkeley Revolt found that two-thirds of the students supported the objectives of the Free Speech Movement, and last year at Columbia, states the Cox Commission Report, a majority of the students were sympathetic to the grievances of the rebels. Some would say that the passive majority not only allows a few radicals to dominate campus life, but that it gives the radicals the measure of support—tacit or otherwise—which they need to survive. Some among us would even contend that the radical-activists are now expressing the frustrations and aspirations of the passive majority and that we union professionals had better take note of that.

If this argument doesn't seem convincing, let it suffice to say that radical-activists are bright, vocal, and politically sophisticated, and that they know how to convert limited membership into disproportionate influence. Like it or not, that can't be denied. Student activists are an important minority, worthy of our consideration. They, more than anything else, are the spirit of the age.

Since student activism has become a matter of national attention, many theories have been put forth claiming that unrest has been spawned by this event or that issue: John Kennedy in life and death, the draft and the bomb, Viet Nam and racism, irrelevance in our universities, irreverence in our politics, and so on down a long list of events and issues that supposedly gave birth to student activism.

To be sure, students have been involved with and concerned about all these matters—and more. And that is precisely what arouses suspicion. The focus of student activism has flip-flopped frantically from one cause to the next. In quixotic fashion, radicals have rarely reached their windmills before attention has been diverted to another, somehow more urgent, cause.

All this frenzy suggests strongly that the real cause of activism is something greater and more pervasive than the various symptoms and symbols which the radicals have chosen to attack.

What is that something?

The students of the sixties have been brought to maturity in a mass society where institutions instead of people hold the power. Only two things are constant—the institutions and the change they produce. Everything is in a steady flux which at least appears to be too fast-moving, too big, and too removed for an individual to affect. Yet that same individual is tremendously affected by mass society. Mass society, in a very real sense, controls. The student, nearly invisible, feels powerless.

Nevitt Sanford provides us with an uncomfortable description of the mass society syndrome:

> "It used to be that we could identify and complain about stuffed shirts in high places; now it appears that a major trend in our whole society is toward substituting the image for the man. Instead of bad decisions by responsible officials we have mediocre decisions by anonymous committees. Instead of leadership we have administration. Instead of a Tea Pot Dome Scandal in which a few scoundrels lined their pockets at public expense we have corporate immorality; vast networks of functions performed and in the end an immoral effect is achieved, but we can find in such a network no individual to blame nor anyone who feels guilty about what happened."

The university, far from being a removed and protected ivory tower, has found itself to be an all-too-exact replica of mass society, presenting its constitutent members with the same frustrations and obstacles apparent in the society-at-large. From the instant the entering freshman is shoved into the registration line—so sickening in its similarity to mass production—to the final humiliating moment when, as a graduating senior, he is ushered out our doors in still another long, orderly line—during all that time, with all that has transpired, the student is processed like a commodity. He is subjected to indifference, routine, and impersonality. He feels controlled. He feels he has lost ownership of himself. He has something to say, but no one seems to listen. So he shouts.

Mass society's child is responding. He is alive and we should be grateful for that.

What *do* we do? What is our role? I've been dreading this moment. Everything is so difficult and perplexing. The job of sorting out ideas seems nearly impossible; the context keeps changing. Today's grand strategy can quickly dissolve into tomorrow's great tragedy. But still, I know we must try, and it is in that vein, with all its admitted hesitancy, that I put forward an attempted definition of our role.

It seems to me that our new role ought to be based upon two sets of inter-related changes: the first dealing with the nature of the student programs we advise and the second dealing more specifically with our own day-by-day behavior.

First, the student program. In many ways that program is out of touch. We don't have to accept full responsibility for that, after all, it is, or ought to be, a *student* program. Nevertheless, we have played our part in building that program and we have stood by, watching it slip into obscurity, and now we ought to be concerned with the necessary reconstruction.

The student of the mass society really doesn't need the come-sit-quietly-on-your-behind-in-a-neat-row type of event that is so consistently thrown at him. It is exactly wrong. He is sick—really sick—of regimentation, order, passivity, and formality. He wants to feel living things; to be reminded that we aren't all dead or dying. The program ought to be something that he can respond to and that will respond to him. Campus guests should question and explain and sing and joke *with* students, and not *at* them. And we don't always need guests. The deepest intimacy and involvement can stem from the students themselves in an environment which invites rather than discourages creativity and spontaneity.

It seems to me that the most stifling obstacles to such an environment are quite often the student programming structures and traditions. When we find ourselves working with a maze of committees, each with a rigidly defined purpose, and tightly interpreted and inflexible program, a set of rules and procedures which seems to defy reason—when we see all this—shouldn't we then begin to ask ourselves and the students we advise if maybe we haven't become mere representatives of mass society, too entrenched in our institutions, too habituated with our processes, too unfeeling and unknowing to really serve anyone?

And what about us?

By now we are nearly unanimous that students ought to play a broad and meaningful part in decision-making in our unions as well as our faculty councils and halls of administration. In fact, many of us have now seen the inevitable comedy: conscience-stricken administrators and faculty worrying themselves because students frankly aren't very interested in being on all these broad and meaningful committees. Many positions go vacant—no one is able to cajole, beg, or threaten students into serving. The students know that most committees are pure junk; unworthy of their time and energy. Students have been conditioned by mass society to disbelieve in individual effectiveness, and to accept the notion that all real power is couched in some remote, undefinable, and well-camouflaged place. And who knows that it isn't so?

So let's reassess all our memorized stuff about decision-making. The idea shouldn't be discarded as long as any students are interested. Who knows? It just might lead to some minimal rejuvenation of an educational system that sorely needs it. That would be nice. But let's also realize that student involvement in decision-making is not any sort of remedy at all for the causes of student activism. To integrate a few students into a maze of committees solves nothing; the maze will still survive and the students will become just as faceless and inaccessable as their faculty and administrative counterparts.

Some more dynamic steps are needed.

And I would begin by dismantling the bureaucracy. We have too many rules in too many places. Efficiency is nice and expediency is swell, but nothing justifies the constant bumping of heads against the lowered beams of bureaucracy. Nothing justifies the inhuman entanglement of red tape. Nothing justifies the degeneration of people into dollars. God knows, it is easy to slip quietly into these practices. As we become big, demands multiply, and to meet those demands we organize. It's perfectly natural, but it's not right. People deserve human experience and treatment even when it causes us a little inconvenience.

We union professionals have also used the rationale of convenience to tie ourselves, in a most restrictive fashion, to a few, usually tradition-laden, student organizations. If it doesn't happen there, we have told ourselves, it isn't in our bailiwick —it's outside our territory; not our business. And if we're not careful, we're going to find out someday that we don't have a business. Without belaboring the point, today's student seeks spontaneity and hides from bureaucracy. This casts us into a new, more aggressive, role. We have to step out and away from our organizational ruts. We have to find the real interests and action and then begin our work: to help, to consult, to educate. I think we can do that and do it well, but I think we had better begin.

And to do this effectively, we are going to have to discard the peculiar fear of ours that we might influence somebody or that we might show ourselves to have an idea or two. Neutrality, however functional it may have once been, is a great handicap. The frustrations of living in mass society make students attracted to firmness and dedication. They detest the uncommitted, evasive, and uninvolved. It seems to me that this ought to make us all perfect partners. As I interpret the historical and philosophical foundations of the union profession, I find more than a minor modicum of detestation for the uninvolved. I thought we, like Dante, who condemned neutralists to wasps and hornets and worms and maggots, were on the side of those who were committed, who were participants. I thought we thought it made good educational sense. It does. But it will no longer suffice for the union professional to stand outside the arena and urge others to enter. That's not an effective way to advise and we all know it. We must do as we wish others to do.

Please don't misinterpret. I am advocating commitment, involvement, and participation. I would like union professionals to speak freely. I would like us to show publicly that we aren't somehow soulless. But, on the same hand, I am fully aware of the enormous pressures now applied by students to conform to their ideas and forms of action. I think we must be ourselves. I think that's the only way. Speak *our* ideas and act as *we* wish to act. It's a gamble, and I know it, but I would bet that this generation of students prefers to be disagreed with, than to be ignored.

Finally (and this certainly isn't new), we have to respond to what is human in students. I don't think we do a very good job of that. Our managerial function often gets in the way, leading us to recite rules or count profits when we ought to be sharing human experiences and ideas. I certainly can't suggest any new ways of doing this. Perhaps it's all been said. Perhaps we just can't learn any better.

These are the ways in which I would define our new role. Without overwhelming confidence, these are directions I would recommend. This proposal for change is predicated upon the inadequacies of the mass society in which we live. In this sense, we can only treat the symptoms of society's illness. It must be understood that the real and lasting cure lies elsewhere. Mass society must cure its own illness.

As Kenneth Keniston reminds us, in many ways, the radical-activists point the way:

> "The new radicals are right when they argue that our problems lie deeper than a particular election result or a particular war in Southeast Asia. Ours are in fact the problems of a new kind of society trying to find its way in a new kind of world where cataclysm is only a button away. Few of us know how to live wisely and well in such a world: that fact is reflected in the deep malaise, violence, and inner divisions of America and the world. The new radicals are at least confronting the central issues of our time and confronting them more directly than most of us can afford to. They are asking the basic questions, making the mistakes, and perhaps moving toward some of the answers we all desperately need."

William C. Edwards, Program Coordinator
Willard Straight Hall
Cornell University

College union programs must reflect an awareness of the outside world. It is the responsibility of the staff members who call themselves professionals to recognize this and to work diligently to insure that the overall program does not exist in some never-never land unrelated to reality.

Program professionals must realize that their influence can play a significant role in increasing the breadth of a "student" program. It should be recognized that the ideas expressed during individual events are often reflections of the flexibility of the professional who helped arrange the program.

The world is a place where radical points of view crop up quite often. College students will be better prepared for life in modern society if their education includes exposure to the realities of the world. Since many academic "plans of study" neglect the larger issues of humanity, the majority of students may have never been forced to grapple with a real idea or to spend a sleepless night in vain attempt to understand a viewpoint (or lack thereof) expressed by their fellow man.

The concise description of the job done by a program professional is the word "facilitate." It is time for recognition of the fact that facilitation of programs expressing a relevant point of view requires much the same amount of effort and intelligence as the traditional "fillers" that occur everyday. In the search for relevance, a staff person will be exploring new areas, some of which will undoubtedly be viewed by certain students and administrators as dangerous. Many of the same students who express concern about affiliating with "radical" elements will be the individuals who will benefit the most from confrontation with new ideas.

Alignment of a portion of the union program with a local campus political group such as Students for a Democratic Society is possible on any campus. In many cases, it takes work. SDS is turned off by the moneyed bureaucracy that it observes the union program to be. Student leaders in the union tend to be conservative, nonpolitical types who are more concerned about the comfort and entertainment of their cohorts than the world and its dissidents. There is no doubt that these student leaders will end up as integral cogs in the system that they serve and that the political radicals will either give up their cause and sell out to the establishment or vainly continue to try to change the universe. None of these routes really leads to a worthwhile goal. The result is mass mediocrity.

Educators everywhere must become concerned with avoidance of the conditions which lead to this mediocrity. Union professionals are in a perfect position to bring the radicals and the nonpolitical individuals together so that some sort of dialogue occurs. The extremists (yes, "normals" are extreme) will never understand one another if they have never spoken to one another.

Program professionals will find this assignment a little more personally risky than the run-of-the mill "filler" but should be willing to be uncomfortable for the sake of achieving the goal of authentic relevance. Specifically, a program person must work effectively with students expressing a number of points of view. An SDS leader at a large eastern schools feels that "a friendly atmosphere" in the union is the condition most conducive to effective cooperation in programming.

In addition to a friendly approach, sincerity and an open mind also add the ability of a person to enhance an environment facilitating the expression of divergent points of view. A professional must cultivate these qualities and should look to students and faculty who are of the same make up as the true "spokesman" of any particular group. The union person should take an active role in bringing the divergent opinions together, actively advise them of the best ways of presenting ideas to the public, and then leave the major responsibility for content to the coalition. The advisor may sometimes need to act as a referee or even may at times support one extreme to insure its adequate representation. Unfair advantage on one side in the early stages can destroy any chance for meaningful dialogue. After the heterogeneous elements have been injected, the final program will be one of much significance because issues will have been discussed even before being presented to an audience.

A friendly atmosphere is the most fundamental feature of a union program. It is not unusual to turn on the charm in order to bring the attractive students into the fold. Union program areas must also become hospitable to long haired individuals who read Chairman Mao because of a different sort of attractiveness. An awareness of reality should exist in the office if nowhere else.

DIGRESSION I

Take a radical to lunch this week!

Learn about what concerns him. Be sincerely interested.

Convince him how your bureaucracy can help him; your money can back him; and your student leaders need enlightenment concerning the issues which he best represents.

Let him deduce that he needs you and you need him. It is the truth.

DIGRESSION II

Did you ever notice how union programs and SDS programs draw two entirely different groups of people?

Do you sometimes detect a loss of morale amongst union volunteers while at the same time observing a motley but dedicated group of activists that seems to maintain a high level of spirit?

Is your program and building flexible enough that an event can be effectively presented with five minutes notice?

Do you know students and faculty members who can be articulate representatives of specific points of view in a campus forum given a two hour notice?

How difficult is it for an organization to set up a table in your union to distribute literature illustrating a point of view?

Have you ever co-sponsored a program with a radical group?

Would you hire a draft resistor?

What are the names of the leaders of the political groups on the campus?

Does a programming group exist in the union which presents the whole spectrum of political programs?

Do you depend on hired speakers from outside to challenge students?

Is your union board concerned about issues?

Would you leave your job if you were pressured to keep programs "noncontroversial?"

Does your staff and union board respond to campus issues or react to them?

Would you hire a black militant as a staff person?

What portion of your staff time do you spend with students on discussion of events occurring on your campus and others across the nation?

Have you ever regularly attended SDS meetings?

Have you ever voiced a political opinion at an SDS meeting, or a union board meeting, or a staff meeting that elicited a response?

Do you accept the fact that the politics of confrontation are here to stay?

Do you read the "underground" press?

Do you believe anything you read or everything you read?

Can you separate the true activists worth listening to from the trouble makers?

Have you ever talked to a convicted draft refuser about how it feels to face five years in prison for sincerely supporting a point of view?

Have you ever stopped to think about the individual courage it takes to overtly attack established institutions?

Activists are, in a sense, revolutionaries. A professional promoter of ideas cannot afford to chicken-out (or cop-out as the jargon goes) in the face of discomfort. The union should be a place where *all* ideas can be freely expressed. Program people should not discourage controversial programming by pleading ignorance. Anything short of a vigorous campaign to bring all points of view into the union is a cop-out on the part of the staff. The total program will not reach relevance without staff input. Unions can afford to hire artists and hostesses to refine the environment, and experts to teach pool and bowling. Equal amounts of staff time devoted to the pursuit of relevance would not seem to be out of order. A program professional's rapport should be as high with the militants and radicals as it is with the local ping pong enthusiasts and artists. In the final analysis, ultimate responsibility for the presence or lack of meaningful dialogue among students in their own facility lies with the staff. This is a responsibility that must be recognized and accepted if a union is to have a conscience and a soul.

EVENING STUDENTS - THE UNION AND STUDENT ACTIVITIES

Jean A. Rockwell,
Director of Student Services
Rider College Evening School

The drone of an erudite voice fills the room and seeps out into the empty hall as an evening school class sags under the complex concepts of the economist Galbraith. Suddenly the buzzer sounds and six hundred rushing feet stampede into the frosty night air. Not all head directly for the parking lot, however. A few detach themselves from the mainstream and disappear into an adjoining building. Inside that building activity teems as Cokes are purchased, ashtrays moved into closer positions, neckties loosened and lipsticks refreshened. Quickly the sharp rap of the gavel signals the end of all discussion. It is 10 p.m. and an evening student council meeting has begun.

Student personnel and activity programs in the small private evening colleges of our nation were virtually nonexistent two decades ago. Today, however, such programs are expanding more rapidly than the family of the old lady who lived in a shoe and, in the process, they are providing an impetus for collecting and channeling the needs, wants, and aspirations of the evening students. To understand more fully the forces shaping this phenomenon, let us take a quick stroll through the pages of history, and then, armed with this knowledge, return to the current scene.

It is quite impossible to fix an exact date upon which evening college education began, but it is known that this movement picked up momentum during the last quarter of the nineteenth century and the first quarter of the twentieth century.

The Chautauqua movement and the lyceum lectures contributed to the general intellectual ferment of the half century spanning 1875 and 1925. From this ferment grew the municipal university, the university extension service and finally many privately-endowed institutions in urban areas.

> "Soon buildings were ablaze with lights every night, and enrollment mounted. Seven of the fifty-five largest evening colleges were established before 1900; forty-one were established between 1900 and 1929. The balance came after 1929." (Dyer)

In the large metropolitan institutions evening student services and activities appear to have existed in varying degrees quite early in the life of the evening school. This was not true of the development of such programs in the smaller private colleges.

To emphasize this point let us consider the development of such programs at Rutgers University in New Brunswick, New Jersey (a state supported school with a large evening student body) as compared to the development of similar programs at Rider College (a private institution with a smaller evening school) in the nearby town of Trenton. In this illustration the two evening schools differ both in size and in their financial support.

University College (in which college credit courses are offered) was opened at Rutgers in the year 1935. The first mention of any type of student services offered to evening students appeared in the 1938 catalogue in which it was stated: "University College students have access to the Rutgers University Library. . . " The catalogue of the following year (1939) listed the following student activities: University College Honorary Society, The Literary Society, University College Student-Alumni Association, and Fraternities. In 1941 a student activity fee ($1) was imposed and the services of the placement bureau were made available to evening students. A student newspaper, *The Rutgers Owl,* had begun publication in 1935. Thus it is easily seen that the development of the student activity program followed in quick chronological succession the development of University College.

The development of student personnel and activity programs at Rider College is in sharp contrast to their development at Rutgers University.

Rider College had its roots in the Trenton Business College which was established at Trenton, New Jersey in the year 1865. It was not, however, until 1922 that the New Jersey State Board of Education voted the college the privilege of granting degrees. Evening classes had been offered since the opening of the school, and evening degree courses were begun shortly after 1922.

From the beginning evening students were encouraged to use the library facilities and placement facilities were begun in 1942, but the availability of counseling services for the evening student was not listed until the 1957-58 bulletin.

The first extra-curricular activity of the evening session was listed in the 1957-58 bulletin under the title of Rider Eves.

> "The women students of the Evening Session have their own organization. The purpose of this organization is to provide social and cultural opportunities for present and former women students . . . "

At about this time (1957) the evening session had an enrollment of approximately 828.

The activity and student service program did not start to really grow until 1961 when the position of Director of Student Services for the Evening School was created, the publication of the *Night Rider* begun, and an Evening Student Senate organized.

Currently (1968) the evening school of Rider College has an enrollment of about 2,500. The following student services are offered to evening students:

Placement Bureau
Counseling Services
Library Facilities (open until 10:30 p.m.)
Orientation Program
Use of Snack Bar
Loan Funds
Dean's List
Evening Bookstore Hours (two evenings a week)

The following student activities are offered to evening students:

Evening Student Senate
Night Rider Newspaper (published twice a semester)
Dances (three a year)
Coffee Hours (five a year)
Alpha Sigma Lambda (national honor society)
Cultural Events
Ski Trips (two a year)
Evening Alumni Club

An analysis of the development of these programs reveals that these programs have appeared only in the past seven years, even though the evening college itself has been in existence for many years.

Today all the activities receive strong support from the student body and have produced many outstanding student leaders.

Evening student service and activity programs in small private evening colleges can, perhaps, best be characterized by the word emerging.

In many such schools a nucleus of activities and services has been available for the past five to ten years. In many other schools the impetus necessary to achieve such programs has only recently begun.

The ideal method through which activities are initiated is through a petition by a group of interested students, or through a verbal request.

> "However, in a large student body some individuals may not know that others share their interests. Administration . . . becomes aware of the gaps in the existing program and is in a position to make suggestions." (See Farmer)

In the smaller evening college, administration usually shoulders at least a portion of the initial burden in setting up an activity program. Many small colleges utilize activity cards in an effort to determine the needs and interests of the student body.

The best means of determining the current status of activity and service programs is to study the evening college bulletins of small private colleges. Illustrated are the actual student services and activities listed in four such evening school catalogues.

UPSALA COLLEGE East Orange, N.J.

1967-8 Bulletin

Placement Office
Library Facilities
Bookstore (open until 9 p.m. on Mon. and Thurs.)

LASALLE COLLEGE Philadelphia, Pa.

1967-68 Bulletin

Placement Office
Library Facilities
Campus Store (open 6-8:45 p.m.)
Counseling Facilities
LaSalle Collegian (weekly newspaper—evening division has two pages)
Student Congress (consists of the elected representatives of the various course sections)
Student Cafeteria (open 5-7 p.m.)
Cross Keys
Accounting Association
Alpha Sigma Lambda (national evening honor society)
Athletics
Alumni Program
Religious Activities
Accounting Association
Marketing Association
SAM
Student Branch of the Institute of Electrical and Electronic Engineers

LOYOLA—BALTIMORE Baltimore, Md.

1968-69 Bulletin

Placement Office
Library Facilities
Campus Store (open 6-8 p.m. on Mon. and Tues.)
Counseling
Evergreen Echo (newspaper published monthly)
Student Council (membership composed of volunteer students)
Student Center (dining facilities until 7 p.m.)

ST. JOSEPH'S COLLEGE Philadelphia, Pa.

1966-67 Bulletin

Placement Office
Library Facilities
Campus Store (open until 9 p.m. Mon. thru Thurs.)
Counseling
The Nighthawk (monthly student paper)
Student Council (composed of representatives from each of the organized classes and student activities clubs)
Cafeteria (4:15 to 8:30 p.m. Mon. thru Thurs.)
Cross Keys (service fraternity)
The Twilight Players (dramatic group)
Society for the Advancement of Management
Alpha Psi Omega (national honorary dramatic fraternity)
The Vesper (regularly published newsletter)
Discussion Groups
Sodality of Our Lady of the Assumption and St. Joseph

Percentage of Participation—Various estimates have been made of the number of evening college students participating in extra-curricular activities. Normally such estimates involve percentages ranging from 5% to 30%. These estimates appear to hold true for the small private college. In such colleges usually 5 to 15% of the student body is involved actively in activities, while an estimated 15 to 30% may be involved in a more passive manner (attendance at social functions such as dances, coffee hours, etc.)

Financing of Programs—Most large evening schools have adopted the practice of charging a student activity fee which entitles students to use the college union and other facilities. In the small private evening school activity programs are quite likely to be subsidized directly by the school, although activity fees are sometimes charged.

Evening Student Council—The student council of the small private college is normally rather limited in size and ranges from 10 to 30 members. Whereas the student councils of larger colleges and universities are structured around club representation, the smaller student council usually directly represents the student body. The various activities handled by clubs on larger campuses (such as dances, coffee hours, sponsoring of speakers, running of ski trips) are all handled by the student councils of the smaller evening colleges.

One of the results of such an organizational structure seems to be an increased interest in all phases of the activity program on the part of the students themselves.

For example, students interested in skiing would normally affiliate with the Ski Club in a larger evening college. In the smaller college such students would affiliate with the student council (which sponsors such ski trips). A by-product of such an affiliation is an increase in the universality of concern on the part of student council members. Since the council also sponsors theater parties and interesting speakers, the ski club enthusiast shortly finds himself involved in these other activities and his interests broaden almost instantaneously.

Type of Activities Offered—Naturally the small evening college cannot offer the variety of activities which can be supported by the larger evening colleges. Ideal activity programs for such small colleges should, however, include the following: Student Council (which would sponsor dances, cultural events, coffee hours), newspaper, Honor Society. Optional items include the sponsoring of special interest groups (SAM, Cross Keys, literary society) and an evening alumni association.

Type of Personnel Services Offered—The following basic personnel services should be offered by the small evening college: Use of the library, counseling services, access to the campus store and cafeteria, and some type of orientation meeting. Optional services would include the availability of student loan funds and/or working grants, special meeting rooms, and placement facilities.

The College Union—Some of the small private colleges do not, as yet, have ample facilities for the extra-curricular programs of their day students, let alone their evening students. In such institutions, evening activities are normally carried out in the office of the evening director or in classrooms vacated by day students. The usual effect of such a lack of physical facilities is a communications gap between the administration, the student leaders, and the students themselves.

In the more fortunate colleges where college unions have been erected, such buildings usually contain provisions for the campus store, the placement bureau, and the cafeteria—facilities which the evening student uses on a par with his day counterpart.

As evening student activity programs proliferate, they demand more and more housing space, and the college union is the logical site. An ideal evening student activity program should have a provision for the housing of the student council and the student newspaper in the college union building.

Faculty Advisers—The subject of administrative and faculty guidance is especially crucial to any student personnel and activity program. It is important for such advisers to remember that they are dealing with mature adult students for the most part.

> "It is not the function of an evening activities adviser to supervise actively the students under his care. He is there to furnish assistance and advice when it is needed and otherwise to remain in the background. The student adviser acts as a liaison between students and administration." (See Farmer)

In the larger metropolitan evening colleges there has been a trend toward placing the responsibility for student personnel services and activities under the administration of one individual employed full time by the evening college.

The trend in the smaller colleges in the past has been one in which day and evening services and activities were combined under the guidance of the director of activities for the day college. In some instances this trend is now reversing and the future will probably see the development of the position of Director of Student Services—Evening College even among the small colleges.

Unanimity among evening administrators regarding the need for student personnel services is quite evident.

> "Evening students, although the great majority are part-time, need the services provided by a professional academic advisement program." (AUEC, 1967)

Such unanimity, however, is hard to find in the area of student activities, especially in the small private colleges.

> "Some educators argue that evening students do not need an activities program—they have no time, they are not interested, etc. In colleges where activities have been developed specifically for an adult student body, the success of evening programs signifies that evening students do have time and are interested if the offerings are geared to their needs . . . " (See Farmer)

The success of the USAES, formerly known as the IAESC, would seem to verify the fact that evening students, when properly motivated, are interested in social and educational contacts outside the classroom.

The USAES was founded in 1960 by delegates representing 18 colleges from the United States and Canada. By 1962 membership had increased to 42 schools and at present membership has grown to approximately 60 schools "representing approximately 400,000 evening students." The USAES is further subdivided into six regions. Providing communication between the evening college student community and various administrative groups is one of its main functions.

What role does the small private evening school student council play in the overall operation of the USAES? A quick glance at the membership roster is sufficient to note the great number of such small institutions listed therein.

For example, the members of the Middle Atlantic States Region are as follows:

Coppin State College, Baltimore, Md.
Drexel Institute of Technology, Philadelphia, Pa.
LaSalle College, Philadelphia, Pa.
Loyola College, Baltimore, Md.
Morgan State College, Baltimore, Md.
PMC Colleges, Chester, Pa.
Philadelphia College of Textiles and Sciences
Rider College, Trenton, N.J.
St. Joseph's College, Philadelphia, Pa.
University of Richmond, Richmond, Virginia
University of Scranton, Scranton, Pa.
Villanova University, Philadelphia, Pa.
Virginia State College, Norfolk, Va.

About eight of these thirteen colleges could be classified small private colleges, and so it appears that the small private evening student councils are playing an influential, if not predominate, role in the activities of this national organization.

Currently two of its five officers are from what might be termed small, privately-supported evening schools. Membership in USAES by such colleges includes the advantage of exposure to a proliferation of ideas and methods, as well as the opportunity to join other schools in lobbying for more beneficial legislation.

Research done on evening student personnel and activity programs has been rather limited and spasmodic.

Frank R. Neuffer, Dean of the Evening College at the University of Cincinnati, surveyed the member institutions of the AUEC in 1953 to determine administrative policies and practices.

One of his questions dealt with the registration, admission and guidance of evening students. His responses came from 84 member institutions.

Neuffer broke the counseling of evening students into four types: mechanical, academic, extensive personal counseling, and personal clinical testing and counseling. He also found that:

> " . . . all schools report both mechanical and academic advising by evening deans, his administrative staff, faculty members, department heads, program counselors and student counselors. All but eight schools report 'extensive personal counseling' by the same personnel." (See Farmer.)

Three years later in 1956 John Simonaitus of Syracuse University conducted a survey of the 120 members of the AUEC and NUEA in which he asked them to describe their student personnel programs.

Simonaitus asked in this checklist to what extent personnel provisions were being provided and carried out. The responses "showed that of the one hundred-twelve 'provisions' listed in the questionnaire, eighty-six of them were carried out 'to some extent' by fifty percent or more." (See Farmer)

A second question asked what provisions of those prescribed for the day college student are also considered appropriate for the evening college student.

> "One hundred-twelve of the one hundred twenty-eight provisions in a recommended day personnel program were considered essential for evening students . . . However, it was also revealed that none of those recommended were actually carried out to a satisfactory extent no matter how essential they were. Far more provisions are considered essential for adults than are actually carried out." (See Farmer)

A further finding of this study was the fact that the three types of colleges—private, private sectarian, and public, tend to agree on the services essential for adults. "In practice, however, they seem to differ somewhat, but not sharply, in the extent to which some of the provisions are carried out."

In 1959 a study of student personnel services in evening colleges was done by Martha L. Farmer. She received responses from 93 members of the AUEC and found that:

> "Thirty-three percent of the schools had well developed student personnel and student activity programs . . . Twenty percent had a partially developed student personnel and student activity programs . . . Eighteen percent . . . had joint day-evening student personnel and student activity programs, while twenty-nine percent had no student personnel or activities program . . . "

A study completed in 1961 by Roger DeCrow was based on a survey of administrative practices in university evening colleges. One hundred responses were received from AUEC member institutions. DeCrow disagreed with Farmer in the area of student activities.

> "Farmer found fifty-seven institutions with student organizations whereas DeCrow found sixty-seven of the one hundred schools had no student government; seventy-seven did not even have fraternities or sororities, and fifty-four had no social activities." (See Farmer)

Doris Siegel writing in the *Journal of Student Personnel Work* in 1967 noted that:

> "While the constituents of a sound, well-rounded student personnel program for day students have been well established for nearly thirty years, such is not the case at the evening or part-time level . . . Neither programs nor research is abundant. John Simonaitus, Martha Farmer, and Richard Robbins, the chief researchers in the field, point out that what few evening personnel programs exist are primarily duplications of the services provided full-time day students at those institutions . . . "

Siegel goes on to note that a comparison of programs offered day students with the programs offered evening students

> "demonstrates that the evening student has far fewer services at his command than does the day student, and that what is planned is aimed at freshman students rather than the average student who is in his mid-thirties. Hours of availability of the services are extremely limited for the evening student, as well as the quality of the training of the staff members. Our educational objectives in promoting the programs appear to be at cross-purposes; inconsistent."

The most recent research done on the subject of student personnel services available to evening students was done by Dean Robert Moseley of Dutchess Community College. His questionnaire was mailed to two hundred two and four year colleges in the spring of 1968. Twenty-two schools indicated they would participate in his survey. Moseley was interested in determining what services the students in the various institutions knew were available, rather than in the actual services available. With regard to his own institution, Dutchess Community College, Moseley noted:

> "I was quite surprised to note that such a large number of the students on our campus were unaware of the following facilities: Bookstore—31 percent; Cafeteria—29 percent; and Snack Bar—42 percent."

The paucity of research completed in the field of evening student personnel and activity programs is deplorable, but even more deplorable is the fact that very little of it has been aimed specifically at the small private college.

The Beckoning Future

Our study of philosophy has taught us that we cannot step into the same stream twice, and that the present is the future of yesterday. Change seems to be one of the main characteristics of the swinging sixties, and change in evening student programs in small private colleges seems destined to gain momentum in the beckoning seventies. It is inevitable that this change will take the form of increased financial support for programs, increased commitment to socializing activities, and increased numbers of participants. The new and fertile field of evening student personnel must also grow accordingly since "Today's dreams are tomorrow's realities."

> "The clock strikes 11. Stale cigarette smoke clouds the room and heated discussion is heard bouncing against the pale yellow walls. Finally a compromise is reached. The gavel descends emphatically and slowly weary feet unwrap themselves and head in quiet concentration toward the parking lot. An evening student council meeting has ended."

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Edmond Sarfaty, Director
Finley Student Center
City College of New York

In attempting to prepare my remarks for today's meeting I tried to research the professional literature relating to the needs and the problems of evening students attending four year urban colleges. Depending on your point of view, it was very easy or very difficult because there seemed to be so little written in this area. As a result of this dearth of material, much of what I say will be based upon my experiences with the colleges of the City University of New York.

Before we can discuss any programming for evening students it is important for us to take a look at some of the characteristics of this segment of our student population.

The evening session student is generally older than his day session counterpart. He is more likely to be married (therefore more family oriented). He is generally employed in a full time job. The combination of job and/or family time commitments limits the amount of time he can devote to either leisure or library. He is anxious to get a degree, or perhaps, only wants to fulfill the basic requirements for a job.

In other words, he is trying to collect his "green stamps" for the rewards that these can bring him. Consequently, he is not able to give a long range commitment to on-going extra-curricular programming. He is not dependent on the college to fulfill all of his social and recreational needs because so many of these are fulfilled through off-campus involvements. Those activities in the extra-curricular program which he becomes involved in are more likely to have an academic or pre-professional orientation such as the Economics Society, pre-engineering societies, Government and Law Society, etc. Recently, there has been a marked increase in the number of organizations formed along ethnic lines. The implications that this has for the union will be discussed later.

The evening session student is generally more establishment oriented. There are fewer hippies and social drop-outs in this group.

A survey of the publication of the Association of University Evening Colleges and the Evening Student Personnel Association indicates that the service sought most in the Student Personnel Program is individual counseling. Where the extra-curriculum is mentioned in these journals the emphasis seems to be on leadership training activities which are seen as growing out of participation in student government and clubs. This is inconsistent with my personal experiences which indicate that there are relatively few student organizations in evening session and the number of people involved in these clubs is relatively small in proportion to the evening enrollment.

If we accept the premise that the evening student because of the nature of his time and energy commitments cannot become involved to any great degree in programs requiring long-range commitment or in a formalized student organization program and if we also accept as valid the need expressed in the literature for the kinds of learning experiences that can come from participation in the activity program, then, it would seem to me that the union has an opportunity to bridge the gap between the expressed need and the reality situations in which these needs operate.

The union through its various programming committees provides opportunities for students to participate on a variety of levels. The student who has the time and energy to participate in all the deliberations of the committee, the student who wants to become involved with only one program, the student who only wants to devote one evening to selling tickets at the door, and the student who chooses to be a spectator; all can derive a feeling of involvement and satisfaction from a successful completion of the program. This range of participation is not available in a student organization since the success or failure of the group depends upon the contribution and commitment of all its members.

The union has an obligation to provide some identity for the evening student and a place where he can feel that he is part of the community and not a second class citizen.

The union has both the time and the resources (personnel, facilities, budget, etc.) to present programs relating to social issues and academic or pre-professional interests. These can take the form of lectures, debates, forums and multi-media presentations. The evening faculty members are oftentimes part-timers who during the day are involved on an operational level in the subjects they teach at night. They bring to the college a new resource which is not always available to the day session student. By drawing on their expertise the union can accomplish two goals: 1 It can enrich both the scope and depth of its programs. 2 It can provide for these faculty members a sense of involvement in the ongoing life of the college.

For the student who cannot expend the time or effort on program planning and for the student who is seeking a release from a combination of job and course tensions, the union can provide programs that are recreational in nature—film programs, concerts, music listening, game rooms, dances and art exhibits fall into this category. These activities are, of course, educational for those students who planned them but recreational for those who just wish to be spectators.

On campuses where there are significant numbers of students from minority ethnic groups, the union can assist these students to develop a sense of identification and pride in their heritage by facilitating and implementing a large number of cultural programs.

The union staff has a valuable service to perform for evening session clubs by being the liaison and channel of communication between them and the many agencies of the college which operate on a 9:00-5:00 schedule.

It should be pointed out that all programming in the Evening Session should be scheduled for evenings when the students are normally in attendance at the college rather than for times when the students are free. It has been my experience that the evening student is less likely than his day session counterpart to return to the college for an activity if it is held on a Friday evening or on the weekend. In colleges that are located in high-crime areas the hours during which evening programs are to be scheduled must be taken into consideration.

It is important for the union to provide spaces on its overall policy and program boards for representation from the evening student body. In this way the union can be constantly apprised of the changing needs of the evening students.

The scheduling of food service facilities should take into account that many of the working class students depend upon the college to provide, economically, for them what may be their one hot meal of the day. For students who do not have time to stop for a meal between work and class, the union should provide facilities with vending machine operations.

Since the evening student does not have the alternative of sitting outdoors to study, the lounge areas are much more important to him. The union lounges should be kept open longer than other campus facilities, as many evening students have no other facilities for studying.

For the evening student the union is not only the "living room" but also the "dining room" and "study-den".

Anthony A. Adamo
Director of Student Affairs
Dutchess Community College

The amount of significant research concerning student activities for evening students attending community colleges is negligible. Evening student leaders across the country are calling for student activities programs equal to those planned for their day-time counterparts. A greater understanding of the differences between the evening and day student will emphasize that an effective evening student activities program must not be an imitation of the day program, especially those currently in operation at many community colleges.

Evening student activities counselors and student leaders have to rechart the course of student government and activities, if they are to meet the needs of the evening student. No longer does the evening student want to spend his time or money for programs which have little effect on his employment status and academic preparation, such as the routine dances, socials and typical weekend activities. Student personnel workers should avoid the perpetuation of student governments and programs for evening students which are merely therapeutic and cathartic for the small number of "leaders" involved. In addition, programs which are designed merely to exhaust surplus activity fees are ludicrous and unwarranted.

New dimensions for community college activity programs are urgently needed. Elaborate student government structures should be disassembled and replaced by workable task-oriented commissions. Evening students, for the most part, do not need exercises in democratic procedure and should deal with issues relevant to the larger community beyond the confines of the campus. The college should not be the focal point of political conflict, but neither should it turn away from involvement concerning community problems with which most of the students are associated. Racial conflict, urban decay, housing conditions, urban education and consumer fraud surround many of our college communities. Students participating as representatives of the college on major community action groups can bring a greater social awareness to the students and faculty. Hopefully the college will program seminars, panel discussions and symposia inviting key community leaders to the campus in an attempt to interchange views and educate the citizenry.

Another concern for student leaders and professionals is the economically and culturally disadvantaged student. Scholarship funds must be available if some students are to complete their education without facing severe financial conflict. In addition, these students find it difficult to attend cultural and entertainment programs. An effective student activities program will include high caliber cultural programs, such as a performing arts and lecture series and cultural film series. Every effort should be made to build the program into the regular class schedule at a minimal cost to students, so that maximum exposure can be achieved.

Effective student activities are designed to complement the academic learning situation rather than to achieve the immediate success of each activity. Effectiveness will only be gained by avoiding artificial learning situations and keeping student activities in proper relation to all other aspects of the college. Evening students differ from day students, and it follows that programs for these students should also be different from day programs. Many evening students at the community college are concerned about such things as enhancing their employment position, raising a family, citizenship responsibility and retirement, some of which are of the least importance to day students. Evening student activities programs must be suited to the motivation, personal circumstances and age of the recipients. Whether evening students are basically "fundamentalists" or more concerned with academic purpose than day students, each institution, through sophisticated research techniques and evaluation, must determine the characteristics of its evening student body.

RECRUITED STUDENTS AND THE UNION

A Case Study

Charles E. Whipple, Director
Student Center
Brooklyn College

A college union, located at an urban college, was opened in November, 1962. It is not a typical union in many respects. It was created to provide space and services not available on other parts of the campus. The theaters, the bookstore, the pool, the student and faculty cafeterias, are all in other buildings. The union provides a vending canteen, a service dining room and catering service throughout the building. It provides billiards, table tennis, card and game rooms. It has a reading room, a study lounge, a penthouse with sun deck, lounges for listening to all types of music. It provides many small conference and meeting rooms. There are also two floors of multi-purpose rooms which groups may reserve for meetings, programs and social events. This building, with the possible exception of the college cafeteria where many groups meet at their tables, is the social, recreational, cultural center of the campus.

This college is a non-resident school with an enrollment of about 25,000 students, divided roughly into 10,000 for the day, 10,000 for the School of General Studies (evening) and 5,000 in the graduate division. Each student pays a special fee each semester to support the college union. The building is in a heavily populated area, and to insure its use for and by those who finance it, each student is expected to show his campus identification card as he enters the building.

The union has become a very important adjunct to the life of the college. Initially it appeared as a threat to some of the established student groups who maintained their own quarters in the neighborhood. These groups have now accepted the building and use it as the scene for many of their group functions. The building is the campus "home" for the majority of affiliated and non-affiliated students. But despite the fact that every student pays a union fee, there are, of course, students who never take advantage of its services.

At the time of the union's inception the college enrollment was about 86% Jewish and predominantly white. There were no male negro organizations and one female negro club. Relatively few negro students belonged to the established social organizations, despite clear and enforced anti-discriminatory clauses in every constitution.

From the day the union opened, the negro students seemed to feel at home there. All students mixed and socialized freely. There was a great sense that the union was serving a vital function in the life of the college community as all students worked, played and associated together.

Within a year there were negroes sitting on the union board and on two occasions the president of the board was a negro. What was true of the situation for the negro student applied also to the Puerto Rican student but he is not always as easily identified. The chairman of the union's evening committee for several years was a student of Puerto Rican background but as a group the Puertoriquenos were not particularly active in the life of the union.

Admittance to the college originally was based on a formula which combined high school grades and Scholastic Achievement Test scores. After it was determined how many new students could be accepted, a score was determined as the guide for admission. This was always high. As a consequence students who had done poorly in high school, or whose schools had not given adequate preparation, or pupils who had suffered academically because of social, economic or environmental circumstances did not fit the pattern and were not admitted.

It became apparent that the system which had been created to provide a free college education for those who might never have such an advantage was not reaching every segment of the citizenry. It took a special program operating outside the system to bring to the college a group of students who were entitled to a college education but whose academic records and other circumstances excluded them.

A program entitled Search for Education, Elevation and Knowledge, familiarly called SEEK, came into being, sponsored at first by private funds. This program selected a group of students nominated by high school principals, provided tutoring when necessary, paid their college fees, furnished an allowance and in some instances made an allocation to the family of these students if it was felt the family was deprived of a wage earner. These students were selected on the basis of potential with the basic premise that under normal circumstances they were college material and should have a college education. This program is now funded by public funds and has been greatly expanded. Today four hundred and forty-three students are enrolled in the SEEK program. The majority of these students are blacks.

This last year another plan entitled Educational Opportunity Program, usually called EOP, was established. Students in this program must be from federally defined poverty areas, have an academic diploma with an average of 75, and SAT verbal score of 450 or more or an SAT Math score of 450 or more. About 200 students, mostly black, were enrolled in the college for the fall term.

As a consequence of these programs the complexion of the campus and very especially, the Union, has changed. The social areas are often crowed with black students. These students are among the best customers of the service dining room. The National Association for the Advancement of Colored People, The Congress of Racial Equality, The DuBois Society and the

League of Afro-American Collegians, known as BLAC, have conducted meetings and presented programs in the center. The black students are a very active, cohesive group with many causes to push. They seem to have a need for many meetings. At any hour of the day one or more lounges or conference rooms houses a black group. In addition, the College Bound tutoring program for future college students is conducted in the center. Many conferences and meetings of black community leaders have been held there. A series of *Martin Luther King Lectures*, bringing to the campus distinguished black speakers, holds two weekly sessions in the union. Special privileges and allowances have been made on all sides to accommodate the new situation and the union has made every effort to be of service and adapt itself to the needs of the black students.

The changing scene, however, has not been without its problems. The black students now do not mix as freely with other students. There is rarely a day that the director or a member of his staff does not have an occasion to calm a hostess or a waitress who has been defied, insulted or threatened. The union has many lounges, each with its own particular emphasis, so that a student can easily find the area that fits the mood or need at any given time. Area hosts or hostesses attempt to preserve these environments. Many students do not like the bother of showing identification cards at the door, but a large segment of black students refuse to show a card. On some occasions when admission to the center is by campus card or by an invitation to a specific event, "guests" for a black event have been known to appear with clubs rather than cards and to force their way by the doorman.

House rules require that all outer garments be checked or be hung in a coatroom. Students find this onerous, but the appearance of the rooms, the protection of furniture and the prevention of theft makes such a rule essential. In an atmosphere where many orthodox Jews are always covered it is a delicate situation to insist that hats be removed but black students will often sit fully clothed in hat and coat in public areas ignoring the approaches of hostesses.

In the social room the turntables are operated by a hostess in accordance with a request list signed up by students on a first come, first served basis. The hostess guides the signers and attempts to keep a balance between rock, jazz, folk, soul, etc. This system has worked in an orderly fashion for years but despite her efforts to be fair, there are problems. The hostess now frequently comes to the director in terror. She is often threatened if she does not interrupt the subscribed list and play the immediate request of a black student. The center has suffered because of her reasonable refusals. The result is a collection of slashed chairs. We are told whites have had their music for 150 years, now its "our turn". Or, that black students cannot relate to "white music".

In the food department there are many problems. Eating in the public lounges is not permitted because of the damage to furniture, as well as for sanitary and housekeeping reasons. The response of many black groups to a reminder about the "no eating" rule is discouraging. They are apt to send one member after more food and an aftermath of the incident is partially eaten food tucked under the cushions of the furniture. In the dining room itself there is another phenomenon which has created hostility. Black students have a tendency not to tip white waitresses or to leave only a penny. We refuse to allow only black waitresses to serve blacks and only white waitresses to serve whites, so periodically the tears of a waitress who has run her legs off and has been given a penny for serving a full dinner to 6 or 8 black students must be stanched.

There is a room for dancing and a room for cards. Yet there are frequent hassles between the hostess and black students who attempt to use the dining tables for cards, or move the dining tables aside to provide a place to dance to the juke box tunes.

Black groups having meetings frequently post guards preventing even the staff of the union or the maintenance crew from entering the room. Groups have been so offensive to white neighborhood women who come in to assist with serving refreshments that the women now refuse to work with black groups. No woman likes to be called a "pig" and this is especially offensive to a Jewish lady.

It is established policy that no group may have exclusive use of any area and that no group may use any specific space on a regular basis. Unless we had such a policy we would need a skyscraper to fulfill all the requests. Through the years groups have accommodated themselves to this policy and there have been no problems. For all practical purposes the program requirements of all groups have been fulfilled within this framework. We are now pressured constantly and every member of the college administration is being approached to exert pressure on the union to provide a lounge for Afro-Americans where jazz alone will be played. We are quite aware that jazz has a universal appeal but such an action would in effect mean a lounge for black students and the creation of the only exclusive specialized area in the building. But then a letter in the student newspaper points out that "Los Puertoriguenos" must have a cultural area in (the union) as "our own". The Israeli Club has indicated a similar need. The EOP group, which pays no union fee and is in reality guests of the paying students, sends in delegations to demand a "reading room" for the exclusive use of EOP students. Polite explanations and refusal provokes threats. Any move to assign any group a room for themselves would open the flood gates. For example, this would mean the Orthodox Jewish group, the largest evening organization, would insist on a permanent area for daily programs. Every specialized group would want exclusive space. It may seem obvious and simple to just hold firm and not change the union's policy, but when one deals with black power or student power, the problems cannot always be easily resolved and often there are factors which make daily living unpredictable.

One specific incident illustrates the manner in which undirected power can affect programs of a union. The Art Gallery of the union operates under the aegis of the director and the union committee. In the fall term the director was approached by the dean of students to see if the union would house a show by black artists sponsored by black students working from the dean's office. The union gladly agreed, although there was a similar show in the planning; the basic philosophy of the staff is "we do not care who does it so long as it is done". An outside coordinator was hired, an astronomical budget was drawn up and a tentative date was set for the projected exhibit. Once in the works, the black student group did not like the type of show the coordinator was planning. In addition, there were budgetary difficulties, so plans for the show were tabled. To fill the void the union went into action and negotiated with some black contacts. After much negotiation, arrangements were made to have a show by twelve young black artists hung at the union before the exhibit went on tour under the sponsorship of the Smithsonian Institute. Unfortunately the opening of this particular show at a Manhattan gallery had been a benefit for the NAACP, a now all too pale group. This, plus the fact that the black students had not been consulted caused the black students to change their minds, revise their budget and convince the dean of students to request the cancellation of the union's own show of the twelve black artists. Puerto Ricans, Chinese, Jews, etc. had not been consulted in the past before shows were arranged relating to their culture but this seemed to bear no weight. Threats of demonstrations and trouble so intimidated the college administration, that the union was forced to cooperate, scuttle its plans for the term and destroy its relationship with the contacts for four important shows. At this moment the substitute show financed by college funds which could have been held in September just as effectively may or may not materialize but the whim of a power group has been satisfied, no matter how many others may have been hurt or inconvenienced.

The search for identity is understandable, the shocking circumstances of the past and the continuing inequities of the present do have to be taken into consideration, but in an academic atmosphere all students should reason together, work together. Daily we come nearer to the reality of a serious administrative problem. Is there to be one set of standards for black students and another for white students? This is a difficult situation for an administrator and an unfortunate sociological phenomenon in the college community where learning to live together could be part of the whole educational process.

The director of this union has worked against segregation all of his adult life. He now finds it difficult to be forced to foster and promote segregation. College Unions, the alleged hearthstones of a campus, are all too frequently the scene of strife, turmoil destruction and dissension. The times make almost unbelievable demands on all of the tact and talents of the union director and of the student committees. Is it the purpose of the union to serve the greatest number in as many ways as possible or is its first obligation to serve especially any group which may threaten its very existence?

THE ROLE OF THE UNION: AN INVITATION TO AGREE OR DISAGREE

Carl E. Nelson, Jr., Director
West Bank Union
University of Minnesota

Instructions: First, individually, read each statement once. Indicate whether you agree (A) or disagree (D) with each statement.

Second, in your small groups, try to agree or disagree unanimously with each statement *as a group*. If your group cannot reach agreement or disagreement, change the wording in any statement enough to promote unanimity. In working for consensus; avoid changing your mind only to reach agreement; avoid "conflict-reducing" techniques such as voting or trading in reaching decisions; view differences of opinion as helpful in reaching the best possible solution. Be ready in one hour to have your group recorder report your decisions and any word changes to the rest of the group.

Key: "A" if you agree-"D" if you disagree

( ) 1. "The Community *Center* of the College" should concurrently serve as a *bridge* to the larger community.

( ) 2. The Union building(s), organization, and program "represent" a well-considered plan for the community life of the college.

( ) 3. Supply of services, conveniences and amenities by the Union should be influenced primarily by: 1) Community demand; 2) the union's ability to satisfy the demand most efficiently and economically.

( ) 4. The Union "laboratory of citizenship" should encourage experiments with democratic processes rather than follow standard forms of democratic procedure.

( ) 5. The Union program should aim at making free time activity a cooperative effort with study in education.

( ) 6. Self-direction affords the greatest opportunity for development of the person.

( ) 7. The ACU-I statement on the Role of the College Union confounds action because it intermingles statements of goals with statements on means.

( ) 8. Disagreements with the ACU-I statement on the Role of The College Union are most often caused by the need to choose among or set priorities among the goals.

( ) 9. The ACU-I statement on the Role of the College Union contains many outdated words and phrases that can lead to misunderstandings concerning the purposes of a college union. Therefore, a revision of the wording should be made in order to strengthen commitment to the goals.

( ) 10. The ACU-I statement on the Role of The College Union does not address itself to what should be the paramount goals of higher education and college unions today. Therefore, a major revision of the statement should be undertaken by ACU-I.

( ) 11. The Role of The College Union enunciates goals of a student-faculty-staff organization. A code of ethics is needed to describe professional goals and guidelines.

PROGRAMMING FOR THE SILENT MAJORITY

Terence M. Linnihan, Outing Director
Wisconsin Union
University of Wisconsin

When people ask me, "what all is happening at Wisconsin . . . in club sports, "I generally answer, "It's the same now as it was in 1931—Hoofers is student power: led by students for students."

In the Wisconsin Union outing areas, five Hoofer clubs, 5,000 members strong, are led by fewer than 100 elected student club officers, with the assistance of one full-time staff member and one half-time staff member.

Each club, Sailing, Skiing, Outing, Mountaineering, and Riding, is chartered constitutionally by the Wisconsin Union Council, the departmental governing board. Programming is coordinated by representatives of each Hoofer Club who make up the Hoofer Council.

Each club, with its many committees, has its own operating rules, policies, program evaluations, and training manuals—more about the latter later on.

What's gone on this year? Student club members presented these programs:

-Trained 1,400 landlubbers to be passable sailors in less than four weeks, working on a ratio of one instructor to one student.

-Maintained a fleet of sixty-eight sailboats, including repairing hulls and sails with no wage costs and no professional help.

-Fabricated and equipped twenty-three 18-foot white-water canoes from molds imported from West Germany, to be used for club member training and river trips.

-Trained 250 new canoeists to handle boats on their own in turbulent international Grade II white water—and rescue themselves and their boat if swamped.

-Maintained a fleet of 21 canoes for quiet-water paddling on adjoining Lake Mendota on no-cost, check-out system.

-Wrote and published a state-wide survey of hydrographic features on eighteen rivers for white-water canoe trips, including section-by-section eye-witness descriptions.

-Ran a 1,600 dues-paying member Ski Club, with free learn-to-ski programs, for members and ski trips to Europe, Canada, and the western mountains of the United States. These added up to more than one million passenger-miles in this one year.

-Published a route guide of a practice climbing area, showing mountain technique sections on only 150 feet of cliff.

-Presented a full-day Horseman's Clinic for beginning horse owners, where about 1,400 persons annually consider the basics of breeds and the care, grooming, and training of horses. High school students, 4-H Club members, and interested students from grade school clubs were especially invited. With volunteer labor from the Hoofer Riding Club and co-sponsorship from the Horse Science Department of the University's College of Agriculture and Life Sciences, the cost of the clinic was kept to a minimum.

This year, all these and many more activities went on in the five Hoofer Clubs. How did they do them? Student-prepared training and evaluation materials which we use year after year, up-dating as desired, were great helps. Totaling more than 1,000 pages, these papers are not edited and prepared for a wide circulation. But I have listed them in an attached bibliography, with prices where applicable, and your club advisor or officer is welcome to write for specific papers of interest to your organization. (There could be a delay in sending some while additional copies are being run off.)

Our clubs seem to have no "silent majority" as the title of this panel might suggest. Members participate inside and outside the Union. Outing programming attracts a large cross-section of the campus population who are as involved as the whole community is in current campus issues. We even rent our canoe crash helmets to campus protestors when they rally round the Administration Building.

If we were to speak in the usual cliches, long hair and beards would be associated with the politically active minority. But Hoofers are anti-cliche and anti-stereotype, and long hair and beards are common on Hoofer club officers. On our recent air-charter ski trip, Swiss innkeepers obviously were distressed to see the long hair and beards on some of our members when they arrived. By the end of the week, those nice innkeepers were as close and warm to our long-haired students as to our straighter-, shorter-haired students.

Our leaders are not much deterred by stereotypes of what we can or can't do either. In fact, when someone says it can't be done, we often set out to prove it can. For example, during the week of January 23-February 2, 1969, we ran three ski trips from the ski-club office simultaneously: 200 members on an air-charter flight to Switzerland; 500 on a bus ski tour of Upper Michigan; and 120 on a three-day bus ski-trip to Canada.

When a club can survive that kind of schedule, I'm sure you'll agree that here is real student leadership.

The aims of the Wisconsin Union Outdoor Club programs are varied and difficult to measure. We hope a student can do his "thing" and explore himself in the process. By participating in outdoor activities, we expect he can become acquainted with his environment and grow to become an interested citizen desiring an environment better than the world seems to be handing the younger generation.

Specifically, the clubs expose a student to a variety of skills. Using these on camping, hiking, and field trips teaches him to recognize the out-of-doors as a national asset. He can't help but become increasingly sensitive to pollution of water and air, the destruction of parks by highway-building, and the flooding of archeologically or anthropologically significant basins by dam construction.

In addition to an awareness which could improve the environment, the club programs contribute to the national economy. In the Sailing Club last year alone, 1,400 members learned to sail. Eventually most will graduate, marry, and join the upper-middle class. Settling down, some will continue boating with their families, buying bigger and better boats. The Hoofers Sailing Club's program to teach skills must increase greatly the boating industry's revenue.

The club programs are not escapes from reality but links with life off-campus, including national organizations. For example, when a skier has progressed far enough to pass the required first aid courses, he can become a club Ski Patrol member. At the same time, he becomes a member of a national Ski Patrol which entitles him to the full benefits and responsibilities of the National Ski Patrol system. And he accompanies Hoofer Ski Club trips as an important liaison with ski area managers.

Similarly, after a sailor has progressed through our dinghy-racing program, he may qualify to sail our "sports car"—the planing-hull M-20—in bi-weekly races at a nearby Inland Lakes Yachting Association yacht club. He is eligible to win annual championship points in the yacht club regattas as well as to participate in local and national championship regattas in the M-20 class. Our Sailing Club is often host for the Midwest Intercollegiate Sailing Association, a division of the National Inter-Collegiate Yacht Racing Association, and sponsors a racing team at "away" regattas every spring and fall weekend.

In addition, in both the American Whitewater Association and in the National Horsemanship Clubs, our members are encouraged through total club involvement or sanctioned events to be leaders in these larger groups, reaping the benefits of membership of larger organizations. In some cases, in order to bring about revision, reform, and/or continuity, our students have been elected national executive director or board members.

The Club programs provide opportunity for strong and varied leadership from students. As advisor, I can testify that in the Hoofers neither the draft and the war nor the call of industry prevents students from becoming leaders. There seems to be a place for almost everyone to do his "thing." And the effectiveness of his "doing his thing" can be viewed in a number of ways. For example:

When a college union program keeps a talented but otherwise uninterested student from dropping out of school so he can stay around to see "his" program through, that is serving the individual.

When an engineering senior sits down to write a Sailing Club manual and learns the difficulty —and importance—of imparting knowledge clearly through the written word, that is education.

So, college union programmers, the lack of outdoor club programming is your hang-up, not the students'. I think it's time to risk it. It's time for the Association member to get off the safe discussion of "living rooms" and begin to do it. Provide opportunities for our college youth to stream out of the smoke-heavy atmosphere of cities, go into the forests, away to the lakes and sea-side, where each inhalation is a refreshing drink of unpolluted air.

Life eternally renews itself through the potency of rain and sunshine. And modern urbanized man must know how to renew himself if he is to remain sane.

R. E. Waide, Associate Director
Iowa Memorial Union
University of Iowa

For a number of years, we have discussed the place of the union in recreation, the decline of bowling and how to involve more students in inter-collegiate competition. As a result of a discussion last February, Robert Froeschle, Iowa Memorial Union Recreation Manager, and I set out to explore new areas of recreation which would meet the following criteria:

A. Interest to both men and women
B. Growing national interest
C. Facilities generally available
D. Facilities could be installed without the major capital expense of bowling or billiards
E. Intercollegiate competition could be developed by mail and face-to-face tournaments
F. Must be reasonably safe activity
G. Possibility of industry support for intercollegiate competition

We investigated approximately fifteen areas of special interest or recreation, most of which have intercollegiate competition on a limited basis, such as flying, fishing, judo, Karate, sailing, water skiing, etc. After an analysis of all the information collected, we decided to present a proposal to the Recreation Committee of ACU at its spring meeting. We asked that the Recreation Committee sponsor intercollegiate competition in trap and skeet.

Trap and skeet were selected for the following reasons:

A. Olympic competition
B. No organized intercollegiate competition exists
C. Both men and women participate
D. One of the most rapidly growing recreational activities - number of participants quadrupled in five years
E. Trap and/or skeet ranges usually available in most communities
F. Listed by the National Safety Council as one of the ten safest recreational activities. Never a disabling or fatal accident in organized competition
G. Industry support readily available
H. Cost of facilities low
I. Facilities can be profitable for operator
J. Seventeen colleges and universities offer academic credit for trap and skeet as part of the physical education program.

The Recreation Committee was very enthusiastic and submitted the proposal to the Executive Committee of ACU-I. In September, the Executive Committee approved the development of a pilot program in Region Ten. The program was to include:

1. Determination of interest in a program of outdoor recreation and special interest area

2. Development of intercollegiate competition in Olympic trap and/or skeet
3. Development of instructional programs in outdoor recreation safety
4. Possible sources of support for a national program

Winchester-Western offered to provide financial support for the pilot program through Shooting Sports Development. Winchester-Western was selected because Shooting Sports Development was not a function of Winchester-Western's Marketing Department. They agreed to the stipulation that the Marketing Division would not become involved in the program.

In September we mailed a questionnaire to sixty-seven colleges to determine interest in twenty-nine possible areas of activity. In preparing the questionnaire, we overlooked one of the most obvious of outdoor sports, snow skiing. We have assumed that it would have been one of the highest interest areas.

Thirty-seven questionnaires were returned. The results are listed below, the degree of interest indicated in percent of response by those institutions returning questionnaires.

Sailing	59%	Flying	75%
Scuba Diving	65%	Cricket	12%
Hiking	50%	Soccer	43%
Fishing	78%	Judo	53%
Hunting	81%	Karate	59%
Rugby	12%	Outdoor Photography	75%
Spelunking	21%	Sky Diving	41%
Reloading	28%	Sportscar Rallying	68%
Trail Riding	56%	Conservation	21%
Soaring	28%	Nature Study	19%
Mountain Climbing	28%	Bird Watching	17%
Water Skiing	84%	Camping	56%
Trap	92%	Swimming	72%
Skeet	90%	Hockey	63%
Riflery	65%		

We selected ten areas in which the most interest had been indicated and have attempted to develop programs in these areas. We have started the development of a regional library and speakers bureau in all areas selected. The library includes films and printed materials available from associations and industries related to the areas of interest.

It was readily apparent that with limited funds and personnel we were incapable of developing all phases of the program at once. The initial emphasis has been on trap and skeet. A series of meetings were conducted, with the assistance of Winchester, and the colleges and universities from the region invited. Twenty-six colleges sent representatives to the meetings. Winchester provided targets, ammunition and instruction for all participants.

Two postal matches were conducted, with twenty-seven colleges participating in the first, and eighteen in the second. Participation in the February postal was curtailed by one of the worst winters in recent years in our region.

At the suggestion of the Recreation Committee, the first head-to-head competition will be national rather than regional. The competition is to be held at the University of Iowa, April 19th & 20th. Registration forms were mailed to 900 colleges the first week of March. By March 7th, eleven returns were in. Teams entered are from Pennsylvania, Connecticut, Kansas, North Dakota, Minnesota, Wisconsin and Iowa. We originally anticipated twenty-five teams but, as a result of the early returns, the number will probably run closer to fifty teams. The winners of the competition will be invited to participate in the National Moving Target Championship.

Financial support for the program is readily available. We have limited our efforts to develop industry support, as we wanted to proceed very carefully in this area. Mr. Bob Goss of Winchester-Western will present the program that Winchester has proposed.

As mentioned earlier, it was apparent from the outset that we were incapable of developing all areas on a regional basis. We have attempted to develop some areas, such as scuba diving, on the Iowa campus. We have started a club with seventy members, twenty-seven of whom are taking instruction.

Through the cooperation of Cessna Aircraft we have successfully started four flying clubs in Iowa and have had inquiries from other states. We do not plan to attempt development of additional clubs until we have some experience with those now operating. In developing flying clubs we wanted to eliminate high initial cost and ensure that club planes would be current models on which periodic maintenance would be performed as required. Cessna has worked out a flying club program that satisfies these requirements.

Robert N. Goss, Jr., Consultant
Winchester-Western
New Haven, Connecticut

In seeking to expand the outdoor lifetime sports program of the ACU-I, Winchester-Western offers the following proposal of assistance for the development of trap and skeet competition.

Working with the Association in this program will be the Shooting Development Department of Winchester-Western. This department will offer to all member institutions interested in entering the trap and skeet program, the services of a shooting development consultant.

These consultants will be happy to visit individual campuses interested in establishing a trap or skeet program, and offer these services.

A. Offer trap and skeet field layout plans.
B. Explain necessary equipment needs, leave brochures and give approximate prices.
C. They will instruct your program sponsor in the organization and administration of trap and skeet competition.
D. This consultant will assist each union in organizing trap and skeet programs.
E. At an arranged date, we will be pleased to take part in a union-organized learn-to-shoot clinic. Our consultant will come to your campus and run this seminar.

The Shooting Development Department will operate instructional programs for union program personnel. Winchester-Western will train your trap and skeet program sponsor in all phases of this sport.

A. Teaching methods in the fundamentals of trap and skeet shooting.
B. Organization and administration of shooting sports competition.
C. Basic concepts of shot shell reloading.
D. Organization and instruction in hunter education and firearm safety classes.
E. Adjustment and maintenance of trap machines.
F. Cleaning and the proper storage of sporting firearms.

These instructional sessions will be held either at a centrally located campus or our main office in New Haven, Connecticut. The entire program will be staffed by personnel from Winchester. All instructional cost and materials will be supplied by the Shooting Development Department. The participants will pay for travel, room and board.

Winchester will supply all trophies for the regional and national trap and skeet competition awards. These trophies will be chosen by the Shooting Development Department, but will be awarded by the Association of College Unions-International.

Winchester will offer to the ACU-I its own shooting emblem. We will accept design proposals from the Recreation Committee and work our insignia from these suggestions. Every student taking part in the shooting sports program will be given one of these identifying emblems.

We will offer to the students in the trap and skeet competition, our incentive patch program. This program features a series of awards given to students as they reach designated levels of achievements in trap and skeet shooting. Each student can show his degree of skill by displaying these awards on his shooting vest or sweater. Winchester will make these awards available upon receipt of the recipient's name and signature of the program's sponsor.

At the present time, the Shooting Development Department has an excellent library of films, film strips, slides, brochures, recordings and books on the games of trap and skeet. All this material will be made available to the Association. Items that the Association cares to purchase will be sold at cost.

To date, Winchester-Western is considering the possibility of a scholarship fund or student loan monies. As yet nothing definite has been decided on this project. When and if established, the fund will be set up and administered by Winchester-Western. It is conceivable that the qualifications and awarding of the funds would be governed by a committee of ACU-I and Winchester executives.

Winchester-Western will offer a direct trap and skeet equipment lease program. This program will operate in a set package arrangement. The package will consist of one set of fully automatic skeet machines, one electric Olympic trap machine and seven trap and skeet guns. The sporting firearms include two automatic skeet guns with extra trap barrels, three slide action trap guns with extra skeet barrels and two automatic 20 ga. skeet guns.

The above mentioned package is the minimum equipment available for lease. Additional equipment may be leased but only in this set package amount.

The agreement will be a two year payment period. The payments will be due on a semi-annual or every six months plan. Upon taking out a lease, a deposit of $100.00, will be required. The balance of the first payment, minus the deposit, will then come due six months after the equipment is in operation. Along with the lease, it will be necessary to use only Winchester-Western clay targets and ammunition.

Present estimated cost to you for this equipment, is $3,269.38 which is a four payment amount of $817.35 per every six months.

At the end of the two year lease period, all trap machines and sporting firearms covered in the lease agreement become the property of the union or other school organization holding the lease.

Due to the nature of these games, we strongly recommend to all schools entering in this program that they establish their own shooting facilities. This will offer to your students an area for convenient recreation, regular union or school team practice, opportunity for physical education and recreation class use, and will provide an excellent source of revenue for the union.

Use of this facility will easily pay for itself plus provide a reserve source of funds for additional union programs.

Resource procedures and profit outlook on shooting facilities will be discussed in depth to all individuals interested in this lease program.

EXPANDED UNION STAFF RESPONSIBILITY - CATALYST FOR THE CAMPUS PROGRAM

Mary A. Hudzikiewicz, Program Director
College Union
San Jose State College

"Catalyst — any substance serving as an agent in catalysis.

Catalysis — the causing or speeding up of a chemical reaction by the addition of some substance which itself undergoes no permanent chemical change thereby."

The above definitions from Webster's may, at first glance, seem completely out of place in a paper concerned with an expanded union staff responsibility. However, after closer examination, I feel that the statements above describe very well the position in which a union staff person often finds himself. If this is not the case for some, then I would say that they have blinders on and are unaware of what is going on around them.

"It is no longer relevant" is a phrase that we have all heard repeatedly over the last two years. For the most part the people have been referring to the academic (in-classroom) side of a college. In many instances I would say that this is a valid criticism. However, I would carry it a step further and apply the same comment to the programs that one finds being sponsored by unions. If your events can stand the test of relevancy, then you are to be commended. I am afraid, however, that there are far too many that are being perpetuated by tradition with little change from year to year.

It seems to me that most of the exciting programs are emerging from places other than the union organization. The activities may occur within the four walls of a union but be totally unrelated to the "Calendar of Events" published by most unions. It is my contention, and one that will premise the remainder of this paper, that the union staff members are now on the spot and must begin working with all groups (organized or unorganized). I am not suggesting they be brought into the fold, but am saying that programs can be combined, worked in conjunction with, etc. If the staff member does as little as to introduce two groups, he has advised.

To illustrate the above points, I would like to make reference to specific examples with which I am familiar.

The annual parents spring weekend was being planned at a large university in the Northwest. The junior class was responsible for the program and their adviser was also advising some of the union committees. When members of the S.D.S. and other interested students found out what the budget was for the weekend, they began accusing the class officers of being only concerned with fun and games, as well as threatening action. They wanted the events cancelled and the money used for more meaningful projects. The experimental college leaders were also very critical. After long discussions with all concerned, the junior class decided not to cancel but to divert some of the budget into projects that could add a new dimension to the weekend. These new programs would be organized by members of the S.D.S. and the experimental college and would be included in the printed program for the weekend. The result was that parents and students had the opportunity to attend a symposium with discussion groups following, and also to register for experimental classes, to be held by the professor and some of the regular students.

To determine the value of this venture, questionnaires were sent to these parents attending the weekend. An overwhelming majority asked that future weekends be set up in a similar manner.

The adviser played a key role throughout, but especially in the beginning when all parties concerned were urged to meet to see if a coordinated program were possible.

The union staff member must also become involved with faculty committees responsible for presenting programs. The most important reason is to seek the involvement of students if there are no students on the committee. It is also an excellent way to show faculty members what a staff member's role is.

Again I use an example from a school in the Northwest. Each year an all-faculty committee presents an Arts Festival centered around a definite theme and using all forms of the arts. One year they chose a contemporary theme based on the idea of a Happening. Some graduate students in the drama department approached a member of the committee and suggested that they would be able to write and produce a theatrical "Happening." The committee did not have a large budget, so the union staff member on the committee suggested that perhaps one of the union committees might be interested in such a program. As it finally evolved, the union committee was more than happy to fund the venture and asked that the original students would be totally responsible. The program attracted a very appreciative S.R.O. audience. A few weeks later the adviser was approached by some interested students and asked why the union didn't ever do anything like that Happening? The students on the union committee involved decided to explore actively the future possibility of financially supporting experimental programs by individual students.

A third example comes from a New England university. It involves working with residence hall programs. Each hall had a social chairman responsible for teas, dances, sit-down dinners, etc. Soon there was a constant stream of these students in to see the Student Union program adviser, asking for help. The adviser then asked the Union Program Council if they could think of a way to help the residence halls but still not be "in charge" of the program. They decided to assign themselves, one to a hall, to meet with the social chairman at the hall and serve as a resource person. This system not only helped the chairman, but it served as a stimulus for the Program Board members to work with the halls on large events. Another result was that it extended the effectiveness of the program adviser.

A fourth illustration comes from one of the large California state colleges. The Union Program Board had an unusually large budget for fees and honoraria. It was soon apparent that the Program Board could present many programs attractive to various departments, the experimental college, and the New College. Because of this, and coupled with the fact that the facilities were limited, the Program Board began asking lecturers and performers to extend their visit in order to meet with as many students as possible. The format of the visit generally consisted of an evening lecture or concert in the large auditorium with master classes, symposiums, and seminars scheduled during the eight to five class day. These were arranged during regular classes upon invitation of faculty and students, as well as being held independently. The general reaction from all concerned was extremely favorable. The students and faculty felt they had the opportunity to know and better understand the special interests and talents of the visiting person. The artists and lecturers also expressed pleasure over the exposure they received in an extended stay.

A final example is also taken from a California state college. It arose out of a desire on the part of the College Union Program Board, the college administration, and some of the black students to present a Black Culture Week. The idea was furthered when the Art Department scheduled a Black Art exhibit. The Program Board felt this would add to the opportunity for a well-rounded cultural program as there were no exhibit facilities available to the board. As time went on, it became apparent to the adviser and the board chairman that the black students were losing interest in the project. At first it was thought that the lack of money was causing this loss in enthusiasm. Nevertheless the adviser continued to encourage the black art major who was primarily involved with the exhibit. Eventually the financial hurdle was solved by the student government who voted to sponsor the program. The Program Board remained involved only to the extent that the Student Council placed the appropriated funds in their budgeted account. The adviser continued to work with the black students, especially in connection with the technical aspects of producing the scheduled programs. Although only a week remained after the final appropriation of funds, a full two week program was presented. With the encouragement of the adviser, the black students had continued to contact possible participants and asked them to await further word. As a result the entire program was planned by many black students, a great boost for the eventual success of the two week presentation.

I would like to make one thing very clear. Despite the considerable value of the programs described, the need for a strong union program committee cannot be understated. One of the most important aspects of this group is the consistency it gives to the total calendar of activities in a college or university. Without their constant efforts the possibility that there would be on-going weekly or monthly programs would be reduced.

The important ingredient in the foregoing was the union professional who was the catalyst, the one who was in a position to see how diverse groups could work together. Given the atmosphere on many campuses and the demands of today's students, it is vital to keep open all channels of university communication. It is equally important to look continually for new and meaningful ways of programming. If this is not the constant concern of the union professional, the relevancy and response to student needs that is the basis for a union will be met elsewhere. It is not difficult to ascertain where your union, its staff, and its committees fall: look at your total university calendar and take note of which events were presented that you knew nothing about or were not in some small way involved. Be honest in evaluating whether or not you could have been involved. If you do not see any avenues open, then it is time you took off your blinders.

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It is very easy I've found in preparing a particular paper for a discussion to think that the topic is about to be dealt with for the first time. In reality, perhaps some subjects have been over-discussed for too long. While I don't believe this is true of the subject at hand, we have discussed it before . . . many times. It creeps into almost every discussion which concerns itself with the future of college unions. At one point in the not-too-distant past of the Association we were almost totally concerned about constructing more college union buildings and in developing more programs to be carried out in and around those buildings. These themes nearly dominated our thinking but they no longer represent the new frontier. To paraphrase Chester Berry's remark in his address to the Golden Anniversary conference of the Association five years ago: "There is some evidence that we've done our job too well . . ." The need for a college union facility is no longer problematic, but our traditional way of understanding what the facility is for is becoming increasingly open to question.

In 1956 Fredrick Stecker, in his presidential address to the Association, warned the conference delegates to think beyond the operation of their facility to the broader task of the university. By implication, we were urged to keep up with the changing nature of the university by assisting in its mission through maintaining our educational relevance in the academic community. He said,

> "1) We need to be concerned with the *total task* of the university.
>
> "2) We need to be concerned with the *unique task* of a union in the university; or for more emphasis, the *uniqueness* of the task of a union.
>
> "3) We need to be able enough to express these concerns in word and deed."

I'm not sure that the total task of the university has changed radically since 1956, but many of its methods or the emphasis of programs certainly have. Many highly organized and structured unions have had to change radically to meet the demands which are placed on them as they maintain relevance to the university of the sixties.

As the university has streamlined many of its departments, the autonomy of many has given way to interdependence. In cases where the autonomy has been maintained the department has much less influence than it once held. What were sometimes highly bureaucratized college union organizations standing in an orthogonal relationship to the rest of the campus are now better articulated with and interdependent upon other parts of the university. What was once seen to be a kind of union 'empire building' has now often given way to collaboration with other members of the dean of students staff and university faculty.

The trend toward redefinition of what is to take place on campus does not begin nor end with the union. Fraternities and sororities seek—and are being required—to retain their relevance for today's student and in doing so are often found to have made strange new alliances with resource people who work out of the union instead of the dean's office. The staff of the counseling center strives to place its resources around the campus in already established agencies like the residence halls and the college union. The free universities, presently conceived as best as anyone can put their finger on it at Berkeley in 1964, now number over 300 and not all are on university campuses. The living-learning center, often erroneously believed to be totally a residence hall mutation, has and is having a struggle; nevertheless, it remains as one of the more talked about innovations on campus today. Students themselves press for the right to share in the governance of their institutions.

With all of this, we really ought to be asking questions about how the college union fits in. If we can't ask answerable questions about who we are and where we are going, then someone else will surely do it for us. I suppose in many respects it depends on whether the union has become a more interdependent operation or remained relatively independent since 1956 when Fred Stecker reminded us to be concerned with the "uniqueness of the task of a union."

It is almost impossible for the college union to assume responsibilities or for its staff to become involved with the broad overall aspects of student activities without necessarily and willingly relinquishing former total concern or primary approval powers. If all student organizations are to find their initial or primary ties, no matter how strong (e.g. student government) or perfunctory (e.g. S. D. S.), with the university through the union, the union's concerns and responsibilities become very interdependent with the university's. The union governing board finds itself in many respects a general building policy and procedures service agency to other student organizations. Whether or not an organization meets or has office space in the union may not any more be exclusively dependent on its individual approval or recognition by the union board. Union governing boards and program councils find that the union staff is no longer exclusively or even often necessarily primarily concerned with their roles and activities. And I caution my colleagues not to ignore this change because I have seen such concerns become more than just communication problems.

Although I have been personally pessimistic about living-learning centers, I'm well aware of the attention they are getting almost everywhere. As residence halls became concerned with the student's needs, including, not excluding, their formal academic ones, college unions should no longer think of themselves as just "out-of-classroom" education centers. To be very specific I'm suggesting that actual classrooms and classes might very well be coming to the college union of the future. Among our still very valid traditional roles and responsibilities I see us also becoming the visiting lecture center for the campus. Visiting lecturers brought in by the various academic departments and the union itself. We generally have the potential to best use the time of a visiting lecturer on the campus. But to do this we must often become more available while continuing to be unique when appropriate.

At one university recently a political science institute held its first annual *Politician in Residence Day*. The politician for this first attempt was a member of President Nixon's new cabinet and his time-in-residence was almost exclusively in the union, but in no way sponsored by the union. By utilizing the union facility for by far the majority of the time, the Secretary was able to meet in large groups with all interested students, in small seminars with political science students and faculty, have a press conference, and take meals with various specialized groups with a minimum of time spent moving either from building to building or office to office. Rooms in the union were made available continuously throughout the day to serve as political science department conference rooms or faculty lounges. In the future a temporary office for the institute's chairman, complete with provisions for his secretary and a phone with the institute's number, might be arranged for. It was a highly successful day in most respects; I'm sorry that the union was really no more than a facilitator (as difficult a job as that might have been in rearranging other reservations, set-ups, etc.). Perhaps future planning committees for the event might more directly include union staff and union activities students in order to better assure maximum effectiveness of the exposure of the event to the university community as a whole. If this should happen, what will be very important is that the institute remain in charge and that the use of the union or its services be in no way interpreted as a bargaining point for such involvement.

In some cases I believe art departments have pushed even harder for their own galleries, etc., because they felt the price came too high for working with the union in order to get its highly trafficked space. The other side of the argument—the compromise of the union philosophy in order to satisfy departmental objectives—is obvious and very valid. However, I sometimes think we compromise our real ability to influence by withholding our [illegible] total objectives are recognized and observed by other campus agencies.

Universities customarily very officially support the R.O.T.C. program by providing land, facilities and academic credit for its classes. The Peace Corps, V.I.S.T.A., and The Teachers Corps are usually left to their own devices or those of volunteers. Perhaps the union could offer comparable support, if not as official, through extension of its facilities on a semi-permanent basis with close cooperation and support of the staff.

Then there are those new activities which do not want advisement in the traditional union program advisor sense. If anything, they want actual involvement. The idea of union staff becoming involved in student activities was the first "thou shalt not" on my list when I began my union career on the other side of undergraduate life. I'm referring specifically to the free university. The following description of a free university is more exciting than anything I've read in a union brochure for a long time.

> "We experiment in creating learning environments: arenas in which people change behavior and nature. In the free universities and experimental colleges, knowledge starts to don new habits. The free university is a new social form which is built on principles of decentralization, participatory democracy, facilitation of innovation, transience, change, encounter, freedom and community. Yet even these principles are being challenged, for that is the style of the free university. The process is casual, disorganized, and often angry, but often leads to profound and beautiful changes."

But free universities have little use for advisors . . . they demand involvement.

I've directed my thoughts essentially to the role of staff in a college union which might lose itself in performing its unique role in the total task of the university. A. L. Ellingson once remarked in a session for candidates seeking union positions at an Association conference a few years ago that the most vital thing about people in the union field is the diversity of the professional and academic backgrounds from which they come. I believe that for the future a most vital characteristic will be the variance in what they do. We cannot be all things to all people. Some of us should be actually involved, some should lead the way in finding out how traditional student activities advising can catch up with the times. Perhaps some should also teach and some might be half-time in the counseling center. Some should be on university committees only remotely concerned, if concerned at all, with the union.

Union buildings could join in this university-wide diversity on more than a token scale. We are well experienced with [illegible]—barber shops, bookstores, gift shops, [illegible]. Why not academic and university ones—branch offices of the counseling center and the dean's office, special purpose classrooms for non-routine class meetings, chambers for the faculty governing council as well as student government, university student employment and financial aids center, offices for free university [illegible].

Woodrow Wilson, when president of Princeton University, [illegible] was hardly a supporter of student activities. However, he did say:

> "The real intellectual life of a body of undergraduates, if there be any, manifests itself, not in the classroom, but in what they do and talk of, and set before themselves, as their favorite objects between classes and lectures."

It is said that universities must legitimately institutionalize, on a mutually acceptable basis, the subjects and concerns of current student protest. College unions must in a like manner concern themselves with those things which the students set before themselves as their favorite objects between classes and lectures.

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The importance of the union to the entire campus must be realized by everyone but it must be proved by the union. Too often we condemn the rest of the campus for not realizing our important role while we have done little to convince them of our worth. Nothing is accomplished when all areas of a campus deem themselves entities unto themselves. We must develop the philosophy that we are all a part of *one* campus and our aims should be to work for the full development of all of our students. We consider ourselves educators, an extension of the classroom, but how can we teach students the valuable lessons of living if we refuse to cooperate with our counterparts in the academic areas? Developing this cooperation is more difficult on some campuses than others, but it can be accomplished through determined and dedicated efforts. Too many of our campus problems arise from the failure of administration, faculty and staff to be genuinely concerned about the student of today. If any group should be closest to the situation it is the union. We need to take the initiative in this situation. Let others know we want to work with them without concern for who gets the credit. In an age where people operate with the philosophy that the only reason to do anything is for credit and full recognition, we should forget the precious confines of the union, its budget of facilities as entities unto themselves and think of our role as catalyst for campus activities planned for all students.

We should capitalize on the students' interest and present to them an example of cooperation among units of the campus - union - academic etc. It takes a great deal of coordination to keep all corners of the campus aware of what is happening in all areas. Not all campuses provide for such information to be disseminated from a central office. If a campus does not provide for such an arrangement the union staff can, with effort, serve this coordinating function. The first step is to let it be known we must assume this responsibility and be of help to any campus department or organization in any program scheduling.

As we search for program ideas for our committees, we often overlook one of the best sources of help - our own faculty members. Their personal aquaintance with authorities of their field, as well as the academic needs of their students, can be of invaluable assistance to us in securing speakers or programs relevant to classroom studies. If the union takes the initial move in this cooperative venture, faculty and students alike will be aware of our interest in scheduling programs especially for them. Talk in the department related to the union program is very valuable publicity - no money can buy it - and the result will be not only a successful program with a built-in nucleus of an audience - but more pluses on the popularity side of the ledger for the union. This type of cooperation will have many long range benefits for the union in the future working with various departments and faculty members.

Similar involvement can be made with music, drama and dance departments. Internationally renowned artists can be presented as soloists with the university symphony, master and/or lecture classes in ballet can be underwritten by the union for the benefit of university dance students when a ballet company is performing on campus and guest actors or actresses provided for campus productions. Such working with these departments serves a double purpose. The union gains recognition as a campus unit truly interested in everyone and students are afforded the unique opportunity of performing with true professionals. Union committees can be responsible for the details regarding such programs and arrangements for the guest artists and thus assume much of the responsibility for the success of each venture. The result will be a greater awareness on the part of the departments and the union of the full value of cooperation and a great variety of exciting activities.

Campus organizations such as madrigals, chamber orchestras, dance groups, stage bands, etc. need to be heard and seen by more than students of their particular department. [illegible] them a proper setting for their program and an audience drawn from the entire campus. This is an excellent showcase for student talent and great publicity for the respective departments.

Because of the unions up-to-the minute involvement with student activities, we are in a most advantageous spot to serve as a clearing house for campus talent. We can keep up with students who perform in all areas and when someone calls for help, have names and numbers to fill their particular program needs.

We are in the business of service and program and should be ready to help other groups in planning their meetings, conferences and banquets. As well as providing facilities, we can help them with decorating and program ideas, special requirements in equipment, etc. We cultivate our reputation by being willing to give assistance in these areas where we have the answers. Others will learn to rely on our advice. We must make it known that we are interested in helping in any way we can.

Campus organizations often function with little staff guidance and should find the union program office a convenient source of information. In such areas as providing them with the names of booking agents for bands, encouragement in ideas for programs, changing of program schedules to accommodate their events, lending of decorations and other equipment. Students need to know there is someone they can turn to for such special help. This also helps establish the union's true role on the campus - student oriented!

Art classes are a prime source of worthwhile exhibitions and decorations for the union. Too often we feel we must have traveling exhibitions gracing our halls and exhibition areas and overlook the fine works produced by our own faculty and students. One of the most unusual ventures on our campus took place this past Christmas season. An art professor approached me about the possibility of displaying Christmas pennants - a project of an Art Design Class. He and I surveyed the possibilities offered in the union and came upon the idea of hanging them from the ceiling of the snack bar. His students hung them and the unusual decorations made our snack bar resemble King Arthur's Court at Christmas time. (Shades of Camelot.) The pennants were the talk of the campus - beautiful decor for us and marvelous PR for the art department.

The problems involving foreign students on our campuses vary. The union has a responsibility to help these members of our student body orient themselves to the ways of the American college campus. A small percentage of our students, they are not well acquainted with rules and regulations and we can help them in many ways. Our International Interest Committee has worked closely with the International Club - providing manpower, ideas and facilities for the latter's activities. It is indeed an education in human relations for both sides to work together on a project and though such ventures are not always without incident, students of both organizations benefit from the experience. The foreign students need to have others interested in them. They do not know all the channels involved and the union can fill an important role by helping them program for themselves within it.

We can offer [illegible]

Week, the equipment used by the speleological society, prizes for the homecoming parade, etc.

One of the most sucessful ventures in which the union assumes the role of coordinator in an all-campus activity is our annual Fine Arts Festival. All facilities of the union are available for any program presented during the festival. Student and faculty representatives of music, dance, drama, art, english and history departments serve on the planning committee with the Union Program Director as chairman and coordinator. The result is a combination of student and professional talent so combined as to bring to the campus a festival that gives the best of every department involved. This, again, is an example of the true worth of departmental cooperation. No one department of the campus would have the facility, talent or budget for an entire festival, but a combination of effort and facilities results in a triumph of programming enjoyed by the entire campus. Such cooperation would not be possible were the union not willing to assume the role of coordinator - interested in all participants.

An example of working with departments for the benefit of the entire campus (from administration on down) is our annual World Affairs Conference. Funded by the union program budget for $3500, the Conference Student Steering Committee works with three advisors—the Program Director, a history professor and the head of the department most directly involved with the selected topic. The contacts afforded the conference through the faculty sponsors from outside the union are extremely valuable. Many speakers of national renown are made available to our program at very small honoraria due to the personal acquaintance with the faculty members. Thus we achieve a very high calibre conference, strong in its authorities and of great value to the students participating. The union sponsors the Conference financially but the speakers, seminar leaders and others on the conference program are suggested and contacted by the faculty members. The union relies on the professional judgment of the faculty members in selecting conference participants and accepts their recommendations. Other members of our faculty are asked to participate in programs selected to their areas of study and the result is a truly campus-wide activity—involving many members of our faculty in both advising and participating roles. It is thought of as a campus sponsored project held in the union. A very successful venture.

The reputation the union has on its campus is dependent upon its attitude toward the rest of the campus. We need to be flexible enough in our dealings to help with the particular problems of various organizations. The best advertisement we can have is to evidence interest in other organizations and strive for cooperation whenever possible. We must see where our programming can augment the activities of another department, such as providing a special event to coincide with a symposium or conference on a special topic sponsored by an academic department. If the english department is having a conference on folk lore, schedule such an artist as Alan Lomax to coincide with their program. If the geology department schedules a speaker for their particular area of interest, investigate the possibility of presenting him at a coffee in the union so that others may have the opportunity to meet and talk with

The more people we know on our campuses and the more willing we are to give of our time and effort for other organizations, the stronger our influence will be felt throughout the campus. It does not happen easily—but requires diligent work and thoughtful concern. It must be done if we are to function to our highest potential. Our challenge is to create this role of catalyst for ourselves and it will only be truly achieved when we deserve the role.

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An expanded union staff responsibility is the last thing many union staff members want to hear about when considering typical work loads that already exist. Increasing the broadness and complexity of the union program and services demands increasing professional staff assigned to the union operation. Obviously, this "functional alignment" is a parameter we all must live with, but hopefully we can rise above parameters of this nature when all is not going well with professional line budget requests.

On most campuses staff members assist student leaders with program implementation and expansion. This is beneficial to the total union program and to the students involved. It is not pertinent to the subject at hand.

Where else can we look? As the title of this paper suggests, we can look university-wide. This means faculty and service oriented divisions normally located outside of the union building and its operation. The union program can rely on more than staff time and students to further its services to the communiversity.

The real importance for college union involvement on a university-wide basis is the potential created by a conducive environment for learning. Before talking about the creation of conducive environments, some pressing problems of higher education should be listed.

1. High attrition rates of both capable and incapable students.
2. Student unrest and the cry to make education relevant.
3. The unimportance of classroom teaching by many faculty. (research, publishing—no push for student contact)
4. Campus largeness and impersonality.

The above list has been presented in discrete categories, but the categories do overlap.

Attrition rates for college students are alarmingly high and are of great concern to educators. Studies of these rates point to percentages between forty and sixty. A survey (Summerskill) of the research on attrition rates was published in 1962, and the findings indicated that approximately fifty-four percent of the students who enter four year colleges do not graduate in the allotted time. Allowance for transfers and extended time, does not increase the percentages very much. Most leave for academic reasons, but many have personal reasons. We need to be concerned with these reasons. The personal reasons given are many times associated with poor group relations and [illegible] which many large universities are unable to handle.

A study conducted [illegible] capable students drop out because the school does not create a *satisfactory environment*. The environmental conditions and their importance are appropriately being given their due concern by many authors of learning theory. We can create a *climate of learning* with programs in the college union.

Student unrest and the militant activities we are witnessing on many of our campuses are closely related to some realistic concerns of higher education. A percentage of the demonstrators are militant for militancy's sake, but this should not blind us to the relevant concerns of the majority that are demonstrating. It should also be pointed out that the total of the students who are actively participating represents a small portion of the total student population in our colleges and universities. Many might conclude from this that demonstrations, etc. should be just controlled and pushed aside. Such conclusions need to be tempered with caution and insight. Erich Fromm, *The Sane Society*, when discussing society's ability to accept the insane as unconnected to the society of which we are all a part, asks how we can assume that the environment that created insanity in some has not also pushed all of us a little closer to the edge. This implicitly relates to our need to recognize that college students not yet participating actively in rebellious activity are still being affected. Let's not wait till all are pushed over the edge. Let's change the environment that is creating our present campus scenes.

As faculty and administrators process students through the tunnels of college, students lose sight of purpose and life. Then "the healthiest instincts revolt". More and more students are aware of the fact that they're losing sight of purpose and life. We'd better help them change their view of the darkened environment. We cannot allow students to become hidden in a major, with the false impression that their discipline, once mastered, will provide them with the necessary tools to lead a full life.

The specialization of the faculty exacerbates the situation. Who can blame the faculty when faculty rewards go with activities not associated with student contact, such as publishing, consulting and research. Maybe the union can't directly fight this, but it might be able to create a worthwhile and challenging environment for faculty and students, something which the classroom is apparently failing to do. Sometimes the faculty will need our assistance to create viable student-faculty contact situations.

Clark Kerr, before Berkeley, put it well—"There is an incipient revolt of the undergraduate students against the faculty; the revolt that used to be against the faculty [illegible]

The anonymity and impersonality of many institutions is definitely worthy of our inventiveness. It can be argued that many of the aspects of higher education which have brought on impersonalization have also made higher education more efficient. Computerized libraries and grading systems, television monitors, tapes and the like have created greater potentialities for the student who is committed to learning, but the continuing process of learning needs reinforcements and guidance. How would a union staff member feel if all his questions and expressions of concern to his superior were answered by memos? Admittedly, memos would be better than no answer at all.

The problems of higher education that have been discussed so far now need to be aligned with the value of university-wide involvement in the college union. Later a couple of specific examples will be presented, but, for the most part, attention will be given to specific benefits that can be derived from typical university-wide programming.

Let us assume that faculty Y brings program X into the college union. We, the union staff, have encouraged Mr. Y to bring his program X to the union because of some open reasons and some 'keep to ourself' reasons.

Open Reasons:

1. X activity needs physical characteristics not available elsewhere on campus.
2. No special arrangements will have to be made to keep this facility open late at night.
3. We have student staff that will be glad to help with the program requirements.
4. Refreshments can be made available.
5. Smoking is allowed - perhaps even alcohol.
6. What else can we do to help?

Keep to Ourself Reasons:

1. Mr. Y has never been in the union before—he will find out where it is and what it is (i.e. faculty colleague Z has cultural programs in the union).
2. Mr. Y may attract students to the union, maybe by force, but these students will also find out where the union is and also discover that more than just coffee is served.
3. Hopefully Mr. Y will be working with student volunteers who are not in his class and will be forced to consider how education and cooperation are created without grades.
4. He will discover that some colleagues do seek out student contact in out-of-the classroom environments.
5. Students may have the opportunity to confront Mr. Y as a human being.
6. Living-learning will be discovered by both students and Mr. Y not to be as painful as just teaching-learning.
7. Appreciation and understanding of the inter-personal relationships will give incentive to take advantage of the computerized classroom environment.
8. Students attracted by Mr. Y will meet students from other specialized interests and talents.
9. The informal 'over a cup of coffee' atmosphere might create the opportunity for the potential drop-out to develop inter-personal relationships worth pursuing—.
10. Small group inter-personal relations may develop that might not be normally available — especially to a commuter on a huge campus.
11. Mr. Y may discover personal rewards that may overshadow the rewards given to him for activities that normally take him away from students.
12. For particular programs, alumni might attend and hopefully be impressed. The union can always use additional funds for program implementation.
13. As faculty discover that union staff members are concerned with programs other than the 'fun and games', greater professional support will be given to union personnel as educators.
14. Monetary support arrangements can be arranged with departments. A symbiotic relationship can work.

Whether the objectives are hidden or out in the open, the objectives presented should be positive in outcome, but one can well imagine there are disadvantages. Seeking involvement of certain faculty members can create more pain than it is worth for the union staff. It is quite possible to create enemies when at times we justifiably "lose our cool" when attempting to cooperate with "disciplined unapproachables".

Maybe it's regrettable, but the ability of union staff members effectively to work with outsiders is predominantly a function of the personality of the individuals involved. The ideal situation exists where there are two or three personality types on the union staff that can be appropriately matched with outsiders as involvement is deemed profitable.

After dealing with rational, general theory and probably a good deal of idealism, it is appropriate to mention a couple of specific examples of how it's done at My University. Every campus is unique. Copying specific programs is a dangerous practice, but thoughts gained by examples can be profitable if tempered by the peculiar environmental circumstances of the home campus. The descriptions will be brief because of this reason.

Art Exhibition Program

Most college unions have an area in the building where art exhibitions are appropriate, but many times the expertise and money needed to create such are not available to the union. An art department worth its salt should be concerned that students, not just art majors, have the opportunity to come in contact with respectable and disciplined forms of art. If the art department has money but no exhibition space of its own, the situation is very conducive to a cooperative approach. Sometimes the art department is working with student monies, thus they should be involving students on the exhibition committee. The implications of faculty-student involvement were mentioned earlier in this presentation.

Pros:
1. The art department is getting an exhibition program and providing a needed expertise, and possibly money.
2. The exhibition program is in the union where it will be seen.
3. Art department faculty will work with students on a voluntary and informal basis (good for both faculty and students).
4. If union staff members assist, union staff members will not only make more faculty contacts, but they also may learn about art and aspects of gallery management.

Cons: 1. Attempts may be made to take over certain facilities by the art department.

2. Certain art faculty members probably do not have a concern for the physical facility, thus nails of plenty could appear. "Could we block off the main lounge for two or three days while I get a hanging committee together"—a possible typical statement.

We can't just turn over a facility to outside organizations. We need to work with outsiders, at least initially, to rally efforts in the right direction.

Inner-City, Community Involvement

When thinking about examples, community involvement at first glance might not seem appropriate to a university-wide college union involvement program. At second glance it does seem appropriate when one knows that the admissions division has explicitly hired an admissions counselor to work in the inner-city environment and educate the surrounding community to the educational opportunities available at the institution. Thus, the question arises as to how the college union can interact with the admissions division in this endeavor.

Very simply, our duty is to work with the admissions counselor in seeking out how the facilities and the services of the college union can be of assistance. At Upstate Medical Center in Syracuse, the admissions counselor in question brings groups of both junior high and high school students to the campus so they may become familiar with the facilities and educational opportunities available. Due to the nature of our medical center facilities, groups of students are not easily oriented and entertained in the hospital and research laboratory environments. Tours of these areas are appropriate, but discussion, question and answer sessions need an environmental situation that will create a relaxed atmosphere where inner-city adolescents will feel free to interact and question an admissions counselor and other resource personnel.

The inner-city environment in Syracuse is just another phrase we might use for ghetto. The environment and problems associated with the ghetto is very much of a concern to students on many of our campuses. As students, staff and faculty work together in the admissions endeavor in the community, students gain appreciation for relevant university programs and involved faculty are drawn into a broader spectrum of educational concern than is normally permitted in their class on otolaryngology.

With any program there are specific goals, but broad, all-encompassing goals should strive to create interpersonal relationships between staff, students, and faculty. As we encourage interpersonal relationships, the barriers that exist between students, faculty and society will weaken so that verbal discussions and "working it out" together will suffice instead of rocks, fire bombs, tear gas and night sticks.

The following, though prone to semi-plagiarism, is more appropriate as an afterthought than as a foreword.

> We, the staff of the College Unions, in order to form a more perfect Union, establish relevance, insure campus tranquility, provide for the common communication, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity, do ordain and establish these programs for the Association of College Unions and the environmental community.

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PART FOUR: THE UNION OPERATION

CONVENIENCE FOODS

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No food subject has been more thoroughly examined, and perhaps excoriated, in the past five years in the food service press, in conferences, or in conversations between operators than has this matter of convenience food.

In the monograph on *Union Food Service* published by the Association of College Unions International, several years ago, I suggested that, "If we contemplate man's trip to the moon and the progress it represents over a trio on foot or horseback through the wilderness, we may be struck with how little food preparation has been changed, at least until the last few years.

"The food service industry is concerned about its operation and has been looking introspectively at the technologies which may help it progress. Out of such research has come a plethora of pronouncements, predictions and crystalball gazings which you have witnessed in almost all of the trade journals."

I went on to suggest that:

"It is a reasonably conservative prediction that no pill will be an acceptable substitute for a cut of medium rare prime rib or a mouthwatering piece of fudge bottom pie."

This is repeated not to suggest that this was a significantly prophetic statement, but rather that it gets to the heart of what I believe we must face up to in all of our food operations—the cost and intrinsic worth of our human resource, an aspect of the subject which we will discuss in some depth later on in this discussion.

The mere mention of "convenience food" may conjure up the same kind of image which I would judge a student had in mind when he wrote on the Graffiti Board of a well-known Union, "Plastic food makes plastic people!!!" Parenthetically, perhaps one might add that there was an abundance of opinion expressed by the students on many subjects besides food and in the customary four-letter-word style of these troubled times.

If my own personal experience is any judge, the words "convenience food" do create some unpleasant associations with "TV Dinners" or foods which you have felt to be unacceptable. Perhaps you have had experience such as John Birchfield, Director of Food Service at the University of Tennessee, described. In the first blush of enthusiasm for the concept, he started writing for samples and got in his first batch, only to find that of the fourteen samples received, twelve were "unacceptable." "One was too expensive and the last one we thought was pretty good."

With the possibility very real that you have had a similar experience, why would I take your time to discuss this subject?

While I am not either the ambassador for, manufacturer or distributor of ready foods, or a successful practitioner in their use, I do happen to think that convenience foods will become a significant part of your operation in the very near future, as inevitably as the dawn will come up tomorrow.

I am convinced that the solution to the economic problems which most union food service operators are having (and more will continue to have) rests in the change of approach and techniques we apply to our food service operation.

Before we draw hard and fast lines insofar as our attitudes toward convenience foods are concerned, can we agree that whether in government, in education, or in food service, there really are no panaceas?

The idea, I am afraid, that some of the literature and some of the presentations on convenience food have tried to suggest is that by simply going to convenience foods, all of your food problems are going to be solved. We know that this just isn't so.

Each one of us involved in this subject has made attempts to describe or define what we mean by convenience food. Parenthetically, I should point out that it seems to me regrettable that we haven't been able to come up with something which presents a happier terminology than "convenience food", "ready food", "efficiency food", etc. When we talk about convenience food, are we not talking about a product that has had labor applied to it by others to reduce the amount of work which we must do? Are not convenience foods any of those products which cut down on our requirement for labor and skill which we must see applied to the product? Obviously, with this definition, a can of vegetables which we open and heat constitutes a convenience food. So, too, the more recent advent of the instant potato, to which we add only milk or water. Thus, if we are willing to accept this kind of generic definition of convenience food, and if we are realistic in recording all of the foods we use which are truly convenience foods, we will not be concerned about discussing "When are we going to start using convenience foods?" but rather "When are we going to start using ready foods for our entrees?"

Thus the introduction of the frozen pre-prepared entree does not initiate a different concept but it does escalate the magnitude of the existing concept to a point that truly radical change can take place in our respective food services even though the pre-prepared entree is not a radical innovation in itself.

My enthusiasm for the concept of pre-prepared entrees stems not from the fact that it is something relatively new and different, but rather there are compelling economic reasons for beginning a program of convenience foods in your own operation.

John Fisk has suggested, "The most essential feature of man is his improvableness." It is apparent that most of us would do well to start with our own local self-improvement program by dealing effectively with the significant elements 'of great economic change taking place in both the college and commercial food service business community. Consider the following:

1. A group of mid-west university union food service operators has witnessed these operational changes in spite of increased enrollments and increased prices:

a. A leveling off and slight decrease in total volume.

b. An increase in salary and wage percentages (as a ratio to total dollar volume) which increased only .2% the four years 1961-1965 (due to the fact that price changes were sufficient to compensate for wage rate changes) but increased from 1965 to 1968 by 17.6%, with 10% of the change coming in the last year.

2. Three years ago in the group of eleven mid-west unions there was only one showing operational loss. The following year, there were two. Last year there were four.

Most of us are in the position experienced by Tom Root, Food Director at Princeton, where revenue for services has been going up at a rate of about 4-1/2 % per year and costs have been going up at about 13%.

What all this leads up to is the fact that escalation of wage rates in recent years has far outstripped our ability to raise prices. One does not have to be an oracle to recognize that this phenomenon will continue, probably at an ever-increasing rate.

The revolution in wage rates which some of us have been warning was coming is here and with a vengeance, and "you ain't seen nothin' yet!" We can assert with little fear of overstatement that the kinds of menu "belt-tightening" adjustments which we've been forced to make in the past to remain economically solvent will no longer suffice and that we must make a truly major change in the method of doing things if our food service is to survive. Thus we ought to be willing to consider a major change in the way we prepare the food that we serve.

The experience of the country's commerical operators should provide a valuable example for us when we recognize that about three years ago such major restauranteurs as Stouffer's, Schrafft's, Hot Shoppes, Manning's, Dutch Pantry, Howard Johnson's, and many others, found that if they were to remain economically solvent, they were going to have to go to centralized food processing with distribution to the service points. In the instances named, the firms are centrally processing and freezing their foods, generally for their own use. Schrafft's, Stouffer's and Manning's are marketing their products so that others may use them.

The major food purveyors have been forced by the economics of the situation to make a complete change in the method of their operation. They, too, had arrived at the point of no profits or of losses and had to do something besides tinker with their system and they went to the frozen entree with a substantial reduction in their labor cost and improvement in their operational net.

The fact that the leadership for improvement in methodology and the economies of our operations came largely from the commercial operator instead of from the educational institutions of the country is regrettable. It seems to me the colleges and universities ought to be providing the stimulus to create new approaches and new systems. Rather we have tended to resist change and to be truly institutional in the sense of the word which suggest resistance to change.

Commercial operators also found that in the design of a few installations they were able to make substantial reductions in the total amount of space for preparation and for equipment. There are no hard and fast rules as to what kind of saving in capital outlay one may anticipate, but, in general, experience indicates a reduction about 1/3 in floor area and in equipment required.

In most communities throughout the country, the difficulty in obtaining service workers, skilled or unskilled, has become a major problem in and of itself, disregarding entirely the cost element.

The probability is that service workers of all descriptions will remain essentially in short supply and generally difficult for everyone to obtain. Thus, a very substantial appeal in convenience food program is the substitution by the manufacturer for our labor.

Further, it is likely that the producers of raw foodstuffs will begin to get a more proportionate share of the nation's wealth than they are getting today, with the subsequent problem of raising the one area of cost in food service that has had the greatest stability over the past ten to fifteen years—the cost of the raw ingredient.

This discussion has concerned itself, thus far, with the elements of food service economics and labor scarcity as factors forcing consideration of instituting a convenience food program. There are several compelling advantages for convenience food program ancillary to the matter of straight economics and labor scarcity, though they obviously impinge on the economics of the operation.

It is amazing how we pridefully explain our standard recipes and how they insure the quality level which each of us wants to believe is represented by our own food service. If you are really willing to be surprised and possibly even shocked, go into your production unit and carefully follow through the manufacture of a single item having multiple ingredients, checking to see if the recipe has been followed or not. If your operation is like the vast majority, you will find that the standard recipe has not been updated to take into account some convenience item that you are putting in the food being produced; that the cook is introducing a variation of his or her own; and that because your supervisor has not had time to stand over his shoulder and see that the recipe is followed exactly, the standardization we claim for our food really doesn't exist. This means that the uniformity of quality is not present in most of our operations and that there is a variation of substantial proportion depending on who was on duty and who made what product. This lack of actual control also affects the costing you have done on the basis of the standard recipe and introduces one more element that can erode your fiscal control.

The use of convenience food substitutes for the product which is inclined to be erratic, one which is highly standardized and of uniform quality. This results from the application of the finest quality control devices and the kind of point by point supervision which can be given to a single product by a continuous manufacturing process.

Control of waste, which most of us refuse to acknowledge exists in our food operation, is another benefit derived from a convenience food program. In our calculation of costs, we rely on the yield we are supposed to get from the conversion of a number of raw products into a finished new product, based on a standard recipe. The necessity to have the several ingredients available, usually more than sufficient quantity to make the product desired, opens our operation to waste through spoilage of excess ingredients, as well as loss through pilfering. The control of the many products is substantially more difficult than the control of a single finished product purchased and stored. The product which we make is subject to further loss because we have over-produced and may not be able to use the left-over effectively. The convenience program should enable us to control waste to the point that it does not, in any circumstance, need to exceed the amount of one container of the product we're using, however it it packed.

Since the convenience food has an input of production labor, it is assumed that food cost will go up with the introduction of a convenience food program. Actually, in any of the valid experiments, the food costs have at most gone up only about 1%, indicating that the factors of waste which are present in our own combining of a number of ingredients is actually substantial, whether we recognize it or not.

Fundamental in the adoption of a convenience program is the necessity to make major changes in the labor force we have involved in our food preparation. The introduction of frozen prepared entrees gives us the opportunity to do that which we by and large have not been able to do when we adopted other forms of convenience food to eliminate many semi-skilled and skilled people from our kitchens. At most when we introduced the instant potato, for example, we could eliminate perhaps one unskilled person from the kitchen. With the frozen entree, we should be able to eliminate a number, even though the concept is the same in both cases. The important thing is that the magnitude of the concept makes it possible to effect meaningful reductions.

One of the elements in the food producing process which too many of us have given too little attention to is the study of the utilization of our production labor force. As shocking as it may be, your expensive chef or cook probably has a utilization factor of 40% or less. That is, 40% of the time, the skills for which you are paying are being utilized in the furthering of the production role. This element of utilization of labor becomes central in our consideration of production of entrees by others since they are being produced in a continuous-flow, production line kitchen which none of us has, even in our largest kitchens. Thus, the labor improvement experienced by the producer of convenience items results from a higher degree of automation in the production plant, as well as a very high utilization factor of all labor employed.

Not only is there the reduction in the number of employees required for the operation, but the skill level and training is substantially reduced. The costs of recruiting and bringing to the skill level required for a cook are very substantial and the elimination of that employee has effect far beyond the salary paid. This Parkinsonian effect can and should reduce the supporting clerical staff, supervisors, etc., whom we must have in our organization in order to process payrolls, keep records, etc.

Currently the fact is that the number of institutional convenience food programs in operation is amazingly small, although a number of us are involved in partial use of pre-prepared entrees. Several years ago, the trade papers were filled with stories of the University of Maryland experience in a total convenience program. It is my judgment that some of the great value of that program was lost because it appeared that some of the publicized claims were not actually achieved in the working model. There were many contributions made as a result of that experiment and those of us who follow owe much to this pioneering. Such schools as U.C.L.A., Princeton, Fresno State, Cal Tech, Washington State, Wisconsin and Luther have various forms of a convenience food program. By and large, these have been operative in residence halls, rather than in union food service, even though in most instances, the unions are in most dire need of economic relief. It is possible to generalize on the basis of actual experience that a convenience food program will result in:

(1) Food cost remaining approximately constant
(2) A significant reduction in the wage cost
(3) The quality level and uniformity of product improving
(4) A good acceptance of the program by the users

Perhaps the best controlled and most carefully audited (by outside personnel) convenience food program is one that Ren Price instituted a year and a half ago at Luther College. From September of 1967, when there were 65 full-time employees, until December of 1968, there was a reduction to 37 full-time employees—a reduction of about 43%. Mr. Price feels that he still has ten employees to eliminate as soon as the time and circumstance will permit without working a hardship on any of these people. Student labor remained contant.

At U.C.L.A. there was an increase of .3 of 1% in the food cost, even though they went to unlimited portions in their food service, and 1.8% increase in labor cost with an 8% wages increase. At Wisconsin, in one of the residence halls, an experimental year has resulted in a reduction in wages of 25.6%, while the charges remained constant and the wage rates increased approximately 10%. It is not unreasonable to suggest to you that the introduction of a convenience food program will bring about a 50% reduction in the production labor cost you are currently experiencing, In other terms you may experience a reduction of about 30% in over-all wage costs.

The commercial operators have found that for their operation the 30% reductions in wage costs is a fair rule of thumb for the effect of a convenience food program.

One of the important secondary benefits of a convenience food program involves those who are having to plan for new facilities to accommodate the increase in student population. A substantial reduction in capital expenditure can be expected if one designs for a convenience food program initially, as opposed to a conventional design. There should be a reduction of about 30% total production space required for a convenience food program and about the same percentage reduction in the equipment budget. With the tremendous cost of the construction of kitchen areas, reduction potential such as I have indicated is attainable and can have significant effect in reducing future overhead costs on the new project.

One thing is certain. However great the potential for economic relief is, whatever the ancillary advantages received through the introduction of the convenience program, it just won't happen by itself. Those who have been involved in adopting a convenience program agree that the following elements are important:

1. Determine type of program to be adopted, in total, week-end, meal shift, etc.
2. Secure the assistance and assured continuity of a reputable purveyor experienced in the production of pre-prepared frozen entrees. As an alternative one might well consider a feasibility study in which all aspects of the program are evaluated out by someone familiar with successful programs.

3. With maximum student-customer participation, formulate a cyclical menu (six weeks suggested) with the cooperation of your purveyor.
4. Analyze the numbers and staff requirements of the work force required to do the job.
5. Educate and train present members of the food staff so that they recognize the significance of the program as it affects them.
6. Educate guests to the necessity and desirability of a convenience food program.
7. Present menu and projected cost charts to the appropriate administrative officers and be certain to understand and endorse the proposed plan of operations.
8. Begin the reduction of the work force immediately upon the introduction of the frozen pre-prepared entrees.
9. Be assured that the present members of the work force are not going to accept the frozen pre-prepared entree graciously. Close supervision at this stage is most essential. Follow the purveyor's instruction implicitly and remain constantly on the alert for deliberate attempts to impair the quality of this product.
10. Maintain a program of close observation of the soiled ware line for extensive rejection of food items. Have selection committee re-evaluate.

Actually, the cyclical menu is the point around which the entire program revolves, since it is the acceptance of the menu item by the guest and the satisfactory source of supply of that item which ultimately determines the success of the program. One of the most difficult elements, and thus far most troublesome to food service people who have been trying to initiate a convenience food program, is the fact that there are now some 650 producers of convenience food, up from a few producers four years ago with but six products each with an average of 33 products. The testing of products is a time-consuming and a frustrating proposition.

The subject of product testing is most interesting, since we all have our individual "hang-ups" and when we sit down to review the outsiders food, we do so with a critical attitude which doesn't appear to be present in our review of our own food. Or we just never adequately review our own food. The balance in the makeup of the test panel should be such that it accurately represents the cross-section of the guests who will be served. You will find that that which is excellent to one person is anathema to another. Test panel evaluation of an actual product shows the spectrum one encounters of a very acceptable product. One technique that must be used is to insert a food product prepared in your own kitchen in with the product being considered by the panel. After the first rating, in which it is found that the local product is present, the fairness of the panel's evaluative powers is quite certain to improve.

One of the reasons that I believe the introduction of convenience food in institutional use has been so slow is the problem of getting a workable unlimited number of suppliers to take care of the total needs. Mr. Price, at Luther, has committed himself to a single purveyor concept of operation in which he feels that it is more economical both for purveyor and for customer to enter into a contract to supply the menu requirements totally, thus eliminating the cost of the mountains of paperwork which many small orders produce, as opposed to a large order to a single purveyor.

Most essential to a successful program is recognition that effective participation of students be obtained in the process of both determining the satisfaction of the program being adopted, not only to management, but to them, as customers.

It is difficult, as well as pointless, to try to determine which is more important, the careful communication with the student or the orientation and the partnership relationship which must be established with the employee. If one is going to introduce a convenience food program, the employee must be given the complete story of the economic necessity and its significance to him, as well as the changes in the role that he will play under the new system. Without a thoroughgoing understanding and training program for the employee, the program is doomed to failure.

Additionally, most of us have quite recently been engaged in negotiations with labor unions on contracts for our employees. Anyone instituting a convenience program should know completely the restrictions imposed by virtue of the contract on reducing the number of employees, changing duty assignments, etc. Those of you who are negotiating labor contracts should take steps to see that your "management rights" section gives management the right to determine the size and composition of the work force, to lay-off employees in the event of lack of work or funds, or conditions under which management believes that continuation of the work would be inefficient or non-productive, to determine the mission of the agency and the means necessary to fulfill efficiently that mission. We are fortunate in being able to "contract out for or transfer, alter, curtail or discontinue any goods or services; the establishment of acceptable standards of job performance; the purchase and utilization of equipment for production of goods or performance of services; and to utilize students, faculty and/or temporary or part-time employees."

One of the opportunities which many of the larger food services have available to them is the possibility of production of their own convenience food items. This requires a study and technical assistance which is not in the purview of this discussion, yet the production of one's own food becomes an alternative worthy of investigation.

Whether Manning's or Luther, the total convenience food program was instituted without change in existing standard equipment. It should be emphasized that it is possible to institute a full convenience food program without any change from the standard institutional kitchen, although it may affect the method of handling product and the efficiency which it would achieve. The application of quartz and micro-wave ovens in certain situations can bring about improvement over total reliance on more conventional production equipment.

Whether a conventional or convenience food program is used, the important element is still the effective management which is given the system. Without that management, no system will be successful. Perhaps that spirit of adventure and an atmosphere of stimulation and excitement which a convenience food program can produce will guarantee that effective management is present. The fact that action is being taken to move in the direction of such a major change as a convenience food program may well be indicative of alert and interested management which can do the job.

It should be pointed out that while we have talked in terms of a total convenience food program, there are alternatives which represent a possibility of less than a total program and still avoid the cardinal injunction in the use of convenience foods, namely, don't just introduce a few into your standard production. No reduction in help will result and the cost will go up. The economic advantage of convenience food cannot possibly be realized if one is to just use an occasional item here and there. The processor of the ready item has labor cost, which we will be paying and unless there is a displacement of labor in our own organization, the total cost will be higher. This being so, one has these alternatives in the use of pre-prepared food:

(1) Using a convenience food for which the whole department can be eliminated, such as bakery products.

(2) Using convenience food for an entire shift (late shift, for example) or an additional shift required for week-ends can be eliminated

(3) The adoption of a total convenience food program with a minimized staff of lesser skills.

The food service industry, whether at an educational institution, a hospital, or a commercial operation, is certainly in the throes of the greatest and most rapid change ever witnessed. I submit to you that ready foods will be the direction in which all food services will go in order to continue their operation and when we do we will not be settling for second best because of the economic pressures that confront us. It will represent a substantial forward step for the food service industry.

COMPOSITE PRODUCT EVALUATION REPORT

	*High	*Low	Average		
CREAMED CHICKEN JARDINIERE					
Appearance	10	6	8.14	**Yes	- 19
Aroma	9	4	7.50	No	- 2
Flavor	10	5	7.67	Questionable	- 2
Texture	10	5	7.67	Unanswered	- 5
General Acceptability	10	5	7.78		

Comments:
Needs more seasoning.
No aroma noticeable.
Vegetables crisp - good.
Very good.
Bland.
Bland - flavors not distinguishable.
Lacks chicken taste - chicken stringy.
No aroma.
Chicken could be in larger pieces.
Gravy off flavor.

	*High	*Low	Average		
OLD FASHIONED BEEF STEW					
Appearance	10	7	8.64	**Yes	- 14
Aroma	9	4	7.70	No	- 4
Flavor	9	4	7.57	Questionable	- 2
Texture	10	4	7.71	Unanswered	- 4
General Acceptability	9	5	8.00		

Comments:
Needs more vegetables.
For hospital use, wine in product may not be acceptable.
Meat tough.
Sauce texture not good.
A slight burned aroma.
Meat tasteless - stew bland - vegetables soft - meat dry and grainy.
Pieces of meat could have been smaller.
Gravy could be a little better flavored. Good texture meat.
No aroma.
O.K. for lunch.
This is a tasty product, but I would not use it in hospital service due to the wine flavor. It is often mistaken for poor quality food. I would consider it for cafeteria service, however.

	*High	*Low	Average		
GERMAN CHOCOLATE CAKE					
Appearance	10	7	8.65	**Yes	- 14
Aroma	10	4	7.81	No	- 3
Flavor	10	5	8.43	Unanswered	- 5
Texture	10	5	7.86		
General Acceptability	10	5	8.39		

Comments: Slightly dry.
Moist - good. Texture of frosting is not smooth but grainy.
Taste is much better than appearance or texture.
Excellent.
No aroma.
Lack of flavor - poor texture.
A nice light product which still maintains body and excellent flavor.

* Indicates the single highest and lowest evaluation rating given in each category in order to show the variances between individual evaluations.

** Indicates the answers to the question: "Would you use this product in your institutional food service operation?"

POINT RATING SCALE

10	Excellent	5	Not Quite Acceptable
9	Very Good	4	Poor
8	Good	3	Very Poor
7	Fairly Good	2	Extremely Poor
6	Just Acceptable	1	Repulsive

PRODUCTIVE MERCHANDISING OF FOODS

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The demand for creativity in merchandising is evident now as never before in the history of college unions. There is no greater challenge in the food service industry today than that which confronts the food service director in college. Here he is catering to a group of people who seek improvement, not only intellectual, but also physical and emotional improvement.

The time of operating any university food service with profit only in mind has passed. The dynamic growth of our universities and too much insensitivity to student needs have caused many demonstrations and demands, even though a relatively small percentage of the total student body is involved. Many times, unrelated frustrations have caused students to challenge an important tangible, our food service. This has forced university food services to take a more realistic look at its role and often times even change its goals.

In the past, many college union food services owed their existence to the fact that students' stomachs started growling three times a day. Most students, not necessarily by choice, but because of convenience and location, sought the ever-present union food service.

Today, the role of the food service should be more than that of a food supplier. In addition to good food, it must include total satisfaction which should involve a change from the students' everyday need offered elsewhere. This purported change should influence the students' thinking. Every day there will be something new and special to eat as well as imaginative changes in dining atmospheres.

There are various methods by which food services can make every day a special day. In the business world, these methods are called merchandising. In a business sense, good merchandising makes good *cents*. I mean the kind of *cents* which show on the bottom line of any profit and loss statement.

Most universities' food services serve regular and consistent customers and in most cases cannot increase the number of customers to any great extent. With a fixed number of customers, the one way to increase sales and volume without raising prices is to merchandise properly to cause more sales to the present consumer.

The cafeteria line lends itself to the most prominent medium of food merchandising. Here the prospective customer has the opportunity to see the food displayed before his very eyes. Then, the method with which the food is presented will set the pace of the customer's desire.

Facilities are a prime factor in merchandising. In a scramble system where customers are not physically directed past the food lines, it is imperative that all food items be presented as colorfully and interestingly as possible. We achieve this objective by offering the customer a choice of seven entrees including two roast items carved to order; 12-18 varieties of desserts and 10-12 varieties of salads.

However, the display of quantity is not enough. So, SIU takes every opportunity to interest our customers with quality garnishes to complement our items.

Some examples of garnishes we use for our food items are:

1. A thick slice of Bermuda onion, a tomato wedge, and green pepper slices on top of chopped steaks.
2. Colorful fruits around the roasts.
3. Lemon wedge, pimento strip, and black olive slice on baked fish.
4. Strips of lime slices on key lime pie.
5. Minted cream leaves on cherry pie.

The garnish on food items is not the only method of merchandising. One of the most successful means of attracting business to the cafeteria or snack bar is to set the precedent of perpetuating promotional activities in these areas. One way of achieving this is with a continual promotional calendar, and introducing good showmanship into the food-selling program.

The following is a promotional calendar guide found in *Fast Food*., December, 1967:

January:
New Year's Day: January 1
Robert E. Lee's Birthday: January 19
William McKinley's Birthday: January 29

February:
Ground Hog Day: February 2
Lincoln's Birthday: February 12
St. Valentine's Day: February 14
Washington's Birthday: February 22
Ash Wednesday: February 26

March:
St. Patrick's Day: March 17
Spring Begins: March 20
Palm Sunday: March 3

April:
Good Friday: April 4
Jefferson's Birthday: April 13
Easter Sunday: April 6
Southern Memorial Day: April 26
Grant's Birthday: April 27

May:
Mother's Day: May 11
Armed Forces Day: May 18
Peach Day: May 18
National Maritime Day: May 22
Memorial Day: May 30

June:
Jefferson Davis' Birthday: June 3
Flag Day: June 14
Father's Day: June 15
Summer Begins: June 21

July:
Independence Day: July 4

August:
National Sandwich Month

September:
Labor Day: September 1
Defense Day: September 12
Citizenship Day: September 17
Autumn Begins: September 23

October:
Columbus Day: October 12
United Nations Day: October 24
Halloween: October 31

November:
All Saints' Day: November 1
General Elections:
Veterans Day: November 11
Thanksgiving Day : November 27

December:
Winter Begins: December 21
Christmas Eve: December 24
Christmas Day: December 25
New Year's Eve: December 31

In connection with these special events, another effective merchandising technique is to display some timely entree the management wishes to promote. We ran watermelon specials in January, strawberry specials in February, and a large torte cake promotion with 40-50 kinds of torte cakes all well garnished. To make this type of promotion successful, we use the prettiest co-eds on campus to act as servers and image.

Another way to merchandise effectively is to adapt products to the college level; for instance, entrees can be renamed to fit the current trend of campus lingo.

Menus should be based on foods that are known to be popular. Experiment a bit with others, but avoid the exotic. Stick to uncomplicated dishes that are easy to eat. True, students should have graduated from "finger foods," but they may be a bit uncertain when an item necessitates utensil strategy with bones or some other kind of ritual.

TABLE SERVICE

Merchandising for a table service operation presents many unique problems. It is traditional that most university table service operations run a peak business during the lunch hour and diminish during the dinner hour. The problem is one of filling the chairs during off periods. The intelligent manager today analyzes the problem of how to get the students to use the dining room.

One successful way to accomplish this is to offer live entertainment, or possibly present a fashion show. Another way is to offer a special menu of just snacks such as pizza, sandwiches, light sandwiches and ice cream specials, much the same as a well-known coffee house.

Even during the peak time of the noon and dinner hours, the customers must be satisfied. This requires the manager to improve constantly his menu, and to teach the hostesses and waitresses to merchandise it. The menu should not only cause the customer to keep in mind what is seen while the plate is in front of him, but should be served with a flourish and with showmanship.

Vending has been and will for some time be accepted and used as the stepchild of the cafeteria and catered food services. Automatic merchandising has become a synonym for vending.

The seemingly endless rise of labor costs in manual food operations and long hours of required service have forced universities to supplement a portion of this time requirement in non-peak hours through vending.

The literal translation of merchandising is to buy, sell, or carry on trade in some kind of goods and, essentially, vending maintains this translation. However, the trend and future responsibilities of automatic merchandising is not only to offer the customer fast service with a sometimes acceptable product, but to produce foods equal in taste and appearance as the freshly prepared food offered in a cafeteria and to vend these items in a properly designed machine which shows to the customer in appealing fashion.

The automatic merchandising industry has not, as yet, responded to the need of the consumer. Attempts are being made by machine manufacturers to design and produce machines that properly merchandise products; prompting the customer to buy because of eye appeal, not hunger or pictorial propaganda. Presently, merchandising methods consist of:

1. Proper functioning of machines.
2. Standardized products in quality and portion control.
3. Variety of foods in conjunction with a menu cycle and co-ordinated garnishes to enhance eye appeal after purchase.

Since food merchandising machines do not have the viewing capabilities of a cafeteria line, eye appeal is important "after purchase" for a satisfactory and pleasant experience will help the customer in relating to future purchases from vending machines.

Wherever large groups of people need food facilities, the greater merchandising tool is people-to-people relations, especially when automatic merchandising is decided upon. This personal merchandising method greatly reduces the impersonal feeling generally received in the use of vending machines.

C. J. Barbas, Manager of Food Services
Memorial Union
University of Missouri

The University of Missouri is situated in the center of Columbia, Missouri equidistant from St. Louis and Kansas City on Interstate 70. The city is one of the fastest growing cities of its size in the country. It is considered as one of the educational centers of the country due to its dependence on the three educational institutions situated within the city, the University, Stephens College, and Christian College. There is no heavy industry. Much building of housing has occurred and is continuing. A 500 bed Veterans Administration hospital is being built now. Low-cost housing (below $20,000) is practically non-existent. The labor market is small.

The population of the city is now over 60,000 permanent citizens. The influx of an additional 25,000 students during the school operating periods renders the area a "fantasia type land" for service business. Proximity to the center of the state and to the state capitol makes for its becoming a convention center dependent upon the facilities of the university extension division and its advanced adult educational program for the citizens of the state. This additional demand further taxes the facilities of the Memorial Union. Capacity days in its meeting rooms and food facilities are usual. A tax-supported institution, the university must open its doors to those persons qualified to take advantage of its facilities. This makes the union facility the busiest building in the area, attracting the students, faculty, guests, and employees of the university. More people visit the operation than any other place on the campus, including the football stadium. The union is the meeting place of the campus, the place where friends and business acquaintances of the university are entertained and met in the daily routine of the university life. Its operations staff owes it to the university family to operate the facility in a manner that will give the proper and best image of the university to all the guests and visitors whether they be there for pleasure or for university business.

The operation is self-sufficient and must conduct its management in a businesslike manner, especially since the inception of recent minimum wage legislation and increase in cost of replacements and supplies, equipment, and services. The operation of the union facilities at Mizzou should probably be properly classified as a commercial institutional service.This is because of our manner and type of service to the members of the university student body, the faculty, the staff, any and all guests of the university and those persons visiting here on university business.

All transactions through the food service are strictly cash or charges by departments, except for functions catered to outside groups. We serve an average of over 9000 guests daily. We have been averaging over 2.2 million cash register transactions annually. The operation is based on about a ten month season, since it closes at the end of summer session for about five or six weeks, about three weeks in December, and one week during the spring recess. After Commencement in June, we operate Monday through Friday only, except for certain catering events. The food service operation consists of a 375 seat cafeteria (employee-bussed and cleared throughout the meal serving period), two 385 seat self-service snack shops (in separate buildings), a plush 105 seat restaurant (entirely staffed by a group of trained male student waiters) with a full-time hostess supervisor, a full complement of dual-purpose catering rooms, ranging in size from capacities of 20 to 385 dining seats. A large coffee catering service to various meeting rooms can ordered by groups. We cater occasionally outside of the building, but try to discourage this due to operational facility limits.

Special programs in food service are limited to a mock-night club party (Student Union Activities) once a year, Greek Week Picnic and Banquets, and the annual homecoming rally dinner in the field-house where we serve 5000 guest in about one hour and a half. This occurs the night before the homecoming game and is a tradition. Other outside activities are limited to picnics to campus areas or to parks, but we recommend that the food be prepared by us and picked up by the group for their setting up.

The operation is now running to practically full capacity most of the year. Very strict adherence to reservation rules and university policies on recognized groups is demanded.

The food service is staffed by professional, business-oriented supervisors. We do not require a degree or even college training for these positions. Prime experience in large multi-unit food service is an advantage and a great benefit to this operation. The operation is run on a businesslike schedule, we try to be aggressive in our management, and we attempt to sell the customer before serving plain wholesome food. There are no professionally trained dietitians on the staff. We cater to the individual taste through a large variety cycle menu and through adopting better and newer methods of food service, preparation and service. We feel that in this day and age and student climate this method of operation is essential. The operation does not attempt to do more than it is capable of doing. If we cannot do it right, we do not do it. We strive to overcome the common food service problems by constantly attempting to instill some pride into our employees, which in the end reaches the university family and its guests.

This operation employs over 150 people on a steady basis, both full and part-time. Nine supervisory staff members oversee the various areas. The catering crew is staffed entirely by male students, supervised by a head waiter. The part-time set-up crew is staffed by a group of retired women who set-up the required dishes and silver, set the tables for dinner, and dish-up the food which comes up to the catering kitchen from the main production area.

The restaurant operates in commercial procedure, with strict control of reservations to be sure that a greatest number of persons can be accommodated during the noon period. Catering and special service is sold and planned by the manager, who assumes the role of catering manager. The assistant manager acts as the operations manager of the entire operation, reporting directly to the manager and indirectly to the director of the union facilities.

The food service manager reports directly to the director of the union facilities, who in turn reports to the business manager of the university. The food manager sits on the university-wide food service co-ordination committee which meets once per month or as needed and reviews and specifies the bids put out for purchases of foods and supplies.

This food service operation, within its physical limits, has grown to be the largest union food service in the Big Eight Conference.

The cafeteria of the Memorial Union is a modern dual-line operation modified to serve from a sawtooth, skip-a-step set-up. Each section (there are four) is set so that the guest can pick up the same food from two stations without having to queue up or go through a constant line. Passing the person in front is not impolite in this layout. It is the first skip-a-step cafeteria service line designed in this manner in the country.

The first section has two stations of desserts, nine salads, a lazy susan of salad dressings, and the pick-up station of silverware, trays, paper napkins, or linen-wrapped silver for those desiring this service at 2¢ extra.

The second section has two stations of hot food with each section offering the same variety of five entrees, three vegetables, two potatoes, and those complements that go with particular entrees.

The third station is the carving station which features each meal a full standing boneless rump and shank of fully tied round of beef set upon special carving racks over hot au jus wells. Service from this beef can be a portion for a plate, or a portion for a french roll sandwich. Besides this roast this section offers daily each meal a feature entree that is also carved such as corned beef brisket, turkey and dressing, shishkabob, luncheon and dinner steak, and carved baked ham. There is a choice of whipped potato, green beans, and the daily soup feature. This section has a grill-broiler on which the daily breakfast service of eggs, cakes, meats and etc. for breakfast are prepared. Also this section offers the butter, rolls, and juices. The last section is the beverage section from which coffee, tea, milk, cold fruit beverages, iced tea, and ice cream is picked up. The three cashier stands at the end of the service *area are equipped for change returns, customer counting, etc.* The cafeteria is employee-bussed by six bussers who operate from their own stations.

The line service is staffed by two salad servers, four hot servers, one student carver (trained), two beverage girls, and two runners of food from the kitchen. A supply runner constantly replenishes the trays, silver, glasses, napkins, etc. during the rush time. Behind each section is either a cooler or warmer as required. All equipment is mobile, heated, and the best available. The counter is lighted and heated with lamps that hang on adjustable cords.

Merchandising of food is the secret of the cafeteria. Complete food garnish and portion panning is practiced. Cooking is done by batches, so many per pan, and each pan is counted as it goes out and posted upon the production sheet by the head range cook. We plan to run out each meal or before each end of meal to conserve food and stop leftovers. Plans are made for back-ups by inserting a like item from the very next meal menu, thus assuring a variety of food even for the very last guest going through the line.

Every pan is garnished. Portion control is strict and, in order to merchandise the food, shallow one inch pans are used as well as the trough style pans.

The cafeteria is the backbone of the whole food operation. From this menu is adapted the snack shop and catering menu. Because of the large volume of the cafeteria, we keep our costs on catering down and utilize the left-overs immediately. Our buffet menu is based upon the next day salad menu cycle in order to be able to utilize all leftovers immediately. In this way we can offer a bountiful buffet of salads, fruits, and vegetables.

The secret of a successful cafeteria operation is the correct distribution of food to the line so that the food is appetizing and attractive to the eye.

Our two shack shops are designed as skip-a-steps inside an oval area. Everything is self-service except the ice cream and cooked items. Entrance is through turnstiles and exit by cashiers. We are changing to mostly plastic-paper disposables. The menu is strictly snacks and the volume in each shop averages more than over 3600 each day. From the snack shops, all informal catering from the coffee carts is handled. The snack shops are the last operations to close at night.

The smell of fresh doughnuts made constantly behind the counter is a snack shop merchandising technique.

The dining area is bussed by employees constantly during operating hours.

Catering is the showplace of the operation. The customer expects personal service and the touch to make his affair as memorable as possible, be it a formal reception, a dinner or a luncheon. The catering facilities are used daily by the various departments of the university for entertainment, honoring, or for business meetings of the university. The union handles all of the most important catered functions of the campus.

Buffets are very popular, since service is faster than a sit-down affair. Any size buffet can be served through the line or table in about 20 minutes. But, of course, the set-up has to be increased according to the attendance expected. We buffet up to 240 guests in approximately 20 minutes, hot or cold.

Our production areas are constantly being revised to obtain the maximum efficiency for operations. We invest in maintenance and modernization but we demand that equipment be efficient and functional. Our biggest problems now are frozen storage space and garbage disposal space.

The production area is staffed by a head production cook, two range cooks, a head baker, a leader in the dishroom, cooks helpers in salad, vegetable, and fryers. Twelve production people staff the stations on a full day. The sanitary and stores area is staffed daily by eight other employees. Due to design and someone's foresight years ago, the kitchen crew is most efficient. Production for all areas is done by this crew. Production is planned by the production manager who requisitions the needed food stuffs a week prior to usage. This entails recording of previously used menus in order to obtain a usage pattern.

Merchandising of food in the union is important in today's university climate. With students no longer required to eat in dorms, or in the union they expect value for their money. When they find outside competition nearby selling like items, they are determined to go where they feel that they are getting their value.

Common sense must be the basis for merchandising. You should serve to the public what you yourself would expect to be served if you were the customer. If you cannot present the product to the customer in the correct manner, it is best to do away with it and concentrate on those items that can be presented properly.

The customer is always right, even though he may be wrong. He has a right to be heard out. He will appreciate your attention to his needs. Merchandising in food service is more than garnishing the food or smiling at the customer. It is catering to the guest in an efficient manner. To do this, the staff must enjoy and understand the word cater. Merchandising starts with managing. Managing is training others to carry out the functions of the operation in the best interests of all—customer & operator.

RISING COSTS, PRICES AND TEMPERS

R. E. Waide, Associate Director
Iowa Memorial Union
University of Iowa

The college unions of the Big Ten plus Iowa State University and Indiana Medical Campus have exchanged financial statements for a number of years. I have used the financial experience of these unions to demonstrate increased operating costs and to prove the necessity for using student fees for operations.

In some instances, I have used the Iowa Memorial Union as a specific example. Analysis of the overall financial statements proves that the IMU is typical of Big Ten unions in most respects. The University of Iowa has prorated some costs to the IMU which are not assessed against the majority of the Big Ten Unions. It is my belief that the proration of expenses by universities to the unions will become more commonplace and, as is the case at Iowa, will be a major factor in rising costs.

In order that rising cost may be graphically demonstrated, I have established the academic year 1964-65 as the base year. All comparisons are in relationship to the cost of one unit in 1964-65 and succeeding years.

For a proper prospective it is necessary that we first examine gross revenue and increase in student population for the same period. To facilitate the graphical demonstration, I have established a base of 100 for all expense categories, gross revenue, and for student populations for 1964-65.

The number of students at Big Ten universities has increased 19.9 per cent in four years. The largest increase in students occurred in 1965-66, with an increase of eight per cent. The increases for 1966-67 and 1967-68 were five per cent per year.

Gross revenue has fluctuated during this period. A six per cent increase was experienced in 1965-66; gross revenue dropped approximately two per cent in 1966-67. Analysis of the operating statements shows a decline in gross revenue in food service, bowling, billiards, and income categories grouped on the comparative statements as other income.

A sharp increase in total gross revenue was experienced in 1967-68, although gross revenue in food service, billiards, and vending declined.

Comparing gross revenue for the years 1964-65 and 1967-68, Big Ten unions achieved an increase in gross revenue of (16%) sixteen per cent in four years.

Using a base of 100 for 1964-65, net operating income held virtually even in 1965-66, fell four per cent in 1966-67, and plummeted to 69 for 1967-68, a drop of thirty-one per cent in four years.

With this background, we are ready to delve into the session topic, rising costs, prices, and tempers.

Payroll costs have risen dramatically in the span of four years. A payroll unit of labor costing $1.00 in 1964-65, cost $1.08 in 1965-66, $1.16 in 1966-67, and $1.22 in 67-68.

Increased payroll costs can be more dramatically demonstrated if I use the Iowa Memorial Union as a specific, and perhaps extreme, example. The information is taken from the 1969-70 budget presentation, is factual and has been documented.

In 1964-65, the Iowa Memorial Union employed 128 salaried employees, while hourly employees, including students, worked a total of 100,972 hours. We still employed 128 full time employees in 1968-69 and have projected 108,945 hours by hourly employees. For 1969-70, we will employ 126 full time employees, and have projected 110,000 hours by hourly employees, an increase in man-hours of 4.8 per cent.

Using the wage rate and salary scale proposed by the University of Iowa, a unit of labor costing $1.00 in 1964-65 will cost $1.63 in 1969-70, while a unit of salaried work costing $1.00 in 1964-65 will cost $1.529 for 1969-70.

Costs of goods sold (rising prices in the title) have risen at approximately the same rate.

A unit of merchandise costing $1.00 in 1964-65, cost $1.102 in 1965-66, $1.18 in 1966-67, and $1.205 in 1967-68. The rate of cost increases did diminish from 1966-67 to 1967-68. Forecasts by the U.S. Agriculture Department and industry guides indicate that an increase in costs of goods sold similar to that of 1967-68 will be experienced this coming year.

Using base 100 for 1964-65, other expenses rose to 111 in 1965-66, climbed off the graph to 133 in 1966-67 and continued to 153 for 1967-68.

Analysis of all the operating statements used for this study indicate that factors other than rising costs and prices are contributing to the phenomenal rise in this expense category.

Once again using the Iowa Memorial Union as a specific example, the University of Iowa began charging the union for all utilities in 1966-67. In addition, university administrative expenses were prorated, beginning in the same year. The proration of this expense is charged to the IMU as a two per cent surcharge on gross income from operations.

I previously discussed the drop in net operating income, using base 100 for the 1964-65, and graphically portrayed the drop to 69 in 1967-68. More specifically, the average net operating income of Big Ten unions in 1964-65 was 10.9% of gross revenue. In 1967-68 net operating income had dropped to 1.3% of gross revenue, with a number of Big Ten unions showing serious operating deficits.

Analysis of management and operating practices of the subject unions would indicate that the solution is not to be found in better management, reducing labor, or any of the expense categories which are examined first in attempting to correct a deficit from operations.

Once again using the IMU as a specific example, 52% of the floor space is devoted to non-income producing areas, yet the costs of utilities, general maintenance and repairs cost the same per unit as in the income producing areas.

If we are to continue to provide the services and fulfill our role in the academic community, there is no choice but to subsidize the operation of the facility, including income-producing areas. We are expected to provide the highest quality of product, at what usually proves to be an unreasonable price, and to provide services not normally found in a comparable privately owned business.

The use of student fees for operation will allow us to continue to provide quality, price and service in keeping with the demands of the academic community. With the exception of the University of Iowa, all Big Ten universities are now using student fee money for the operation of the unions. The support ranges from $100,000 to $556,000. It should be noted that these amounts do not include fee monies for debt retirement or capital construction, and in most cases, monies available from student fees for program.

COMMUNICATIONS WITH GRAPHICS

Barry Zelikovsky, Program Director
Chicago Illini Union
University of Illinois at the Medical Center

The use of graphic arts by professionals in the college union field is nothing new. All of us are aware of the vast quantity of printed materials distributed by the union to our campuses and local communities. Brochures, pamphlets, posters, calendars, announcements — all imaginable types of presentations are prepared in the on-going effort to communicate union programs and services. The conference theme, *Communiversity*, suggests the desirability of seeing the union's and the university's relationship to its students, staff, local and world communities. It seems only natural, then, for us to reach to the heart of our topic of graphics and talk about *communication*, which is likewise at the center of the communiversity relationship.

Our message, then, is not, "Go into the graphics business." We are already in it. Rather, we would encourage a serious look at how effectively graphics is employed for communication. Unions typically do not, but *should*, treat the art of visual communication as one of their most important tools. Without necessarily becoming experts ourselves, we can be a significant influence to all of those on our campuses and within our unions who wish to communicate through visual means.

For a proper perspective, let us define what we are concerned with when we talk about graphics. Probably too often we aim to make our printed messages attractive or eye-catching while losing sight of the basic fact that what we mean to do is to *say something* and insure that the *message is received and understood*. A professional approach to presenting our "message on paper" is necessary if our programs and services are to reflect the importance they deserve. In neglecting this area, we may be guilty of diminishing the significance and effectiveness of our work. Who of us has not faced the frustration of a successful program which required countless hours of planning and effort but attracted too little interest due to poor communication? Can those apathetic students (or faculties) be held responsible for staying away when we fail to spend adequate time in getting our message across? I suggest that we must make more effective use of graphic communication and that we will begin to do so when we learn from the professionals in the field.

So let us begin to think in the language of the professional graphic artist, calling it what it is — *visual communication*. The basic steps in planning good graphics follow a logical pattern. The process can be described in the following way:

Step I ***THE PROBLEM*** What is the problem we are attempting to solve? In this initial stage, we need to discover what we are trying to say and to understand the nature of the subject. What do we know about it? Do we need to know more?

Step II ***THE CONCEPT*** With a good understanding of the problem, we can now think of finding a solution. How do we go about it — what ideas can we use? It is important to deal effectively with this stage since the final outcome can only be as strong as the idea or concept arrived at. A good idea will have unlimited possibilities while a poor one, no matter how dressed up, remains ineffectual.

Step III ***THE TECHNIQUE*** We reach here the decisions related to the media or format to be used. If it is a printed message, what kind — a poster, brochure, newspaper, or handout? Budget considerations are taken into account and will determine in part how simple or complex a form will result. However, if the concept is a good one, even the simplest solution can be successful. The Technique cannot be allowed to overshadow or take precedence over the Concept. If this happens, chances are the Concept was too weak. If we have followed the logical sequence of planning, never losing sight of the original Problem and Idea, the finished product will communicate totally. Every decision, from shape to paper, color, and layout will work together, as they should.

In this brief paper we cannot expect to teach techniques. What we can do is to stimulate the imagination, fully expecting that the union staffer will develop his personal and local resources to this task. For some specific information, such as descriptions of the various graphic techniques - letterpress, offset, gravure, and silk screen - and how they are used, you may refer to the *Proceedings* of the ACU-I Forty-Fourth annual conference or to other available texts on the subject. The attached bibliography sheet made available by the Publicity and Public Relations Committee will likewise be helpful. Here, in the belief that the union professional is the kind that can be "turned-on" to a good thing, our mission is to show the need and the challenge. If we succeed, the practical solutions will be your job. They will come naturally.

Our campuses are alive. The students, faculty, and departments (including the print shops and university presses) represent our most valuable resources. The art and graphic or advertising departments — the journalists and creative writers, the public relations and alumni offices — are places where talent can be searched out. Properly approached, they will share our concern for communicating the university and its programs. The process itself is an exciting one, especially for our student leaders who stand to learn much as they plan and discuss translating their programs into visual messages. Through this creative process will come the poster or brochure designed to attract the eye and mind of our public. And, it will come with the educational experiences which should characterize all of our efforts.

Quality graphics will help to attract the interest we seek in our programs and services. And since by now we have all been convinced by McLuhan that the "medium is the message", the union will generate the image it has selected for itself through these visual products. The ACU-I Publicity and Public Relations Committee has prepared a statement on graphics which says it this way: ". . . graphics is part of our visual image every bit as much as the interior design and architecture of our buildings. This is our public image. This is what we are". If any of us doubt its impact, I suggest the following experience. Assemble the accumulated printed material produced by your union in any given year and spread these out for examination. Think of the multitudes who have been attacked by this collection and ask: "What might they be thinking of our union?"

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Paula Dickson, Art Supervisor
Ohio Union
Ohio State University

Isn't it discouraging to walk around the campus and to be confronted with a rag-tag conglomeration of miserable signs and handouts? One can't even read some of them. Who would want to? They are so tacky and sad. The objective of a poster, sign, or table tent is to *communicate*. Unfortunately, few meet this basic requirement. This means wasted time, wasted money and wasted effort.

We finally decided something had to be done to combat the blight. How unique is our solution? We're not sure. The *Student Graphic Service* at the Ohio Union has been operating only since January but the last few months have been extremely busy and the future looks bright. Perhaps there is something in our program that might be tried on your own campus to help people communicate more effectively.

The Ohio Union had operated a Sign Shop for the University community for some time. It was equipped with standard sign-making equipment, similar to those found in most unions. Sign orders, mostly for dances or speaker programs, came through the Program Office to the Union's Craft Shop and the work was done by students. What we have done to improve the quality of the graphics produced is simply to enlarge the scope of this basic Sign Shop operation to encompass a design service. Greater flexibility was achieved by combining the Sign Shop equipment with the photography and silk screen facilities in the Craft Shop. We also managed to re-activate a small office offset press that wasn't being used by the union administrative office. The total operation is now called the Student Graphic Service or SGS.

As art supervisor of the Ohio Union, my job became art director and production manager of the fledgling organization. Hopefully, these duties will eventually be taken over by a creative student majoring in design who wants and needs the experience of running an art agency.

The next step was building a staff of bright, eager, and creative students. They're not hard to find and when they are engaged in a worthwhile fun project that pays, they turn out to be dependable and willing to put in that extra effort that makes the difference between so-so and excellent. We now have student designers, a lettering expert, stencil cutters, a photographer, a press operator, silk screen operators, Embosograf, Showcard and Jet Spray specialists. That makes a staff of about eight students.

How does it work? A student comes in wanting one hundred posters for his organization's upcoming activity. We ascertain the purposes, what kind of event is planned, and what information needs to be included. We can then give design advice, price information, suggest alternatives in colors, photographic effects, lettering, and indicate which medium would be most suitable. Then, together, the staff "brainstorms" ideas to develop for the client's approval. This is the key to our successful and effective use of graphic media. We are extremely critical of the basic design concept. Using the group approach, the suggestion of one person will often spark the creative extension of the design idea by another. We sharpen and refine, discussing all aspects of the proposed piece—lettering, space relationships, color, etc.,—before coming to a conclusion. The questions one always must ask of a graphic design are: Is it fresh? Is it appropriate? Is it effective?

Let us suppose the one hundred posters are to be printed by hand-cut stencil silk screen in two colors. A sample copy of the work sheet we use is included in the printed notes of this presentation. We use a separate form for each kind of graphic work—silk screen, offset, Embosograf, Showcard, and Jet Spray. After the design is approved, the necessary supplies are ordered if they are not already on hand. The stencil maker picks up the order and cuts the two stencils, one for each color. The work would probably be done at home. The silk screen printers schedule work sessions in the Craft Shop that don't conflict with their class schedules—two sessions of two hours each in this case. The work is accomplished and delivered. The students working on this particular job have earned extra money and have a product of which they can be proud. In every case, the client has been pleased and we have prevented another sloppy, ineffective poster from cluttering the campus signboards.

Not all projects require this much care. We also make the ordinary "no smoking" type of signs in the usual order of business. The minimum time between order placed and delivery is three days, although for simple orders we sometimes can deliver the same day. Orders involving a photographic process require a week. Naturally, the more time allowed, the more comfortable we are.

The work sheet is finally forwarded to the Program Office for billing. The Program Office secretary who has always handled billing and collecting for the old Sign Shop operation has two new forms to process. We have priced out each operation, but the business is so new that we may still have to make some price adjustments. The operation is non-profit—all proceeds go for material and student wages. A percentage is added to cover the costs of upkeep and depreciation of equipment and advertising.

To announce the new Student Graphic Service in January, we developed a photographic silk screen poster, 17" x 28". A copy was sent to all sororities, fraternities and dormitories, all university departmental offices and all student organizations that were currently active. A smaller offset copy of the poster was sent to all faculty and administrative personnel through campus mail. These mini-posters were also handed out at the Craft Shop and one is included with this paper.

We will begin spring quarter using the same design for an advertisement in the campus newspaper, in addition to a feature story. We also plan an exhibit in one of the Ohio Union's display areas.

The response to our venture into effective graphic communication has kept us very busy. The Student Graphic Service posters and signs are to be seen all over the campus and seem to be doing an effective job of "telling it." Some of what we have tried to do may be useful in the particular situation at your union.

SILK SCREEN ORDER FORM

NAME____________________ PHONE____________________

ADDRESS____________________ DATE SUBMITTED____________________

ORGANIZATION____________________ DATE WANTED____________________

__________STUDENT__________NON-STUDENT TOTAL COST____________________

PAPER____________________ SIZE____________________

DESIGN____________________ NUMBER____________________

APPROVED____________________

TYPE____________________ STENCIL____________________

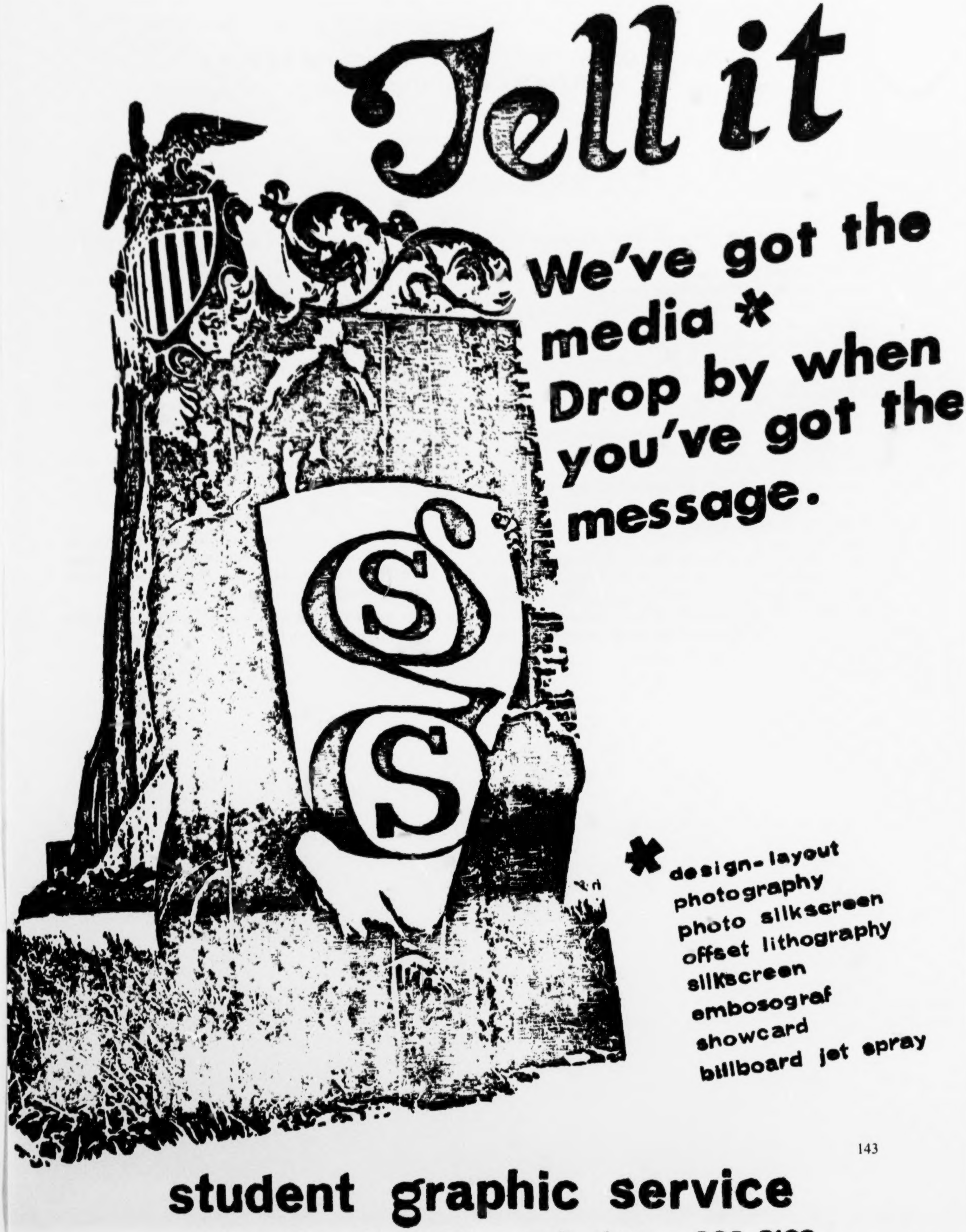
PHOTO____________________ PRINTING TIME____________________

INK____________________ PROCESS____________________

- -

COPY

DATE ORDER DONE____________________ PICKED UP____________________



Tell it

We've got the
media *
Drop by when
you've got the
message.

* design-layout
photography
photo silkscreen
offset lithography
silkscreen
embosograf
showcard
billboard jet spray

student graphic service

ohio union basement - craft shop - [illegible]

WHY SHOULD THE UNION DIRECTOR REPORT TO THE PRESIDENT?

A CASE STUDY

Anthony A. Adamo
Director of Student Affairs
Dutchess Community College

In early spring of 1969, the union director of a publicly supported college, Clyde Fleming, had received a budget request from the College Union Board for the upcoming fiscal year. Fleming and his assistant director thoroughly reviewed the proposal, and, after slight modifications, found it to be reasonable and necessary. Two special items, included in the student request, were a stereo tape deck for the main union lounge and an appropriation for the dismantling of a partition which separated the faculty and student dining areas. These issues had been discussed and approved previously by the administration, earlier in the year.

A week later Clyde Fleming received a memorandum from his immediate supervisor, the dean of students, which stated: "All budgets for the division of student personnel services must be submitted to me so that a departmental budget can be submitted to the College Board of Executives for final approval." Fleming submitted his budget, which included the student budget needs.

Later, Fleming was advised by the dean, in memorandum: "After careful consideration and review, I have forwarded your budget request, excluding the amount designated for the stereo tape deck, to the president. The primary rationale for my decision is a felt need to proportion budget requests equally among the various areas of the student personnel division. Please advise the students of this decision."

The president and the business officer of the college reviewed and analyzed every budget request, so that an appropriate "all-college" budget could be established. They prepared the budget, which included the amount for the dismantling of the cafeteria partition, for consideration and final approval by the Board of Executives. The president presented the case for the cafeteria project to the Board without success. After his meeting with the Board, he contacted the dean of students and requested him to notify the students "in the most diplomatic and sensitive manner."

The dean of students contacted Fleming, advised him of the situation, and directed him to convey the message to the students.

QUESTIONS

1. Does this case substantiate the need to elevate the reporting level of the union director directly to the college president? (A) Are there other situations which would support elevating the reporting level?

2. If you were in Clyde Fleming's position, what would your course of action be?

PART FIVE: THE UNION BUILDING

DOLLAR AND SPACE BUDGETING

William D. Scott, Director
University Center
University of Houston

The authors believed that it would be better to have specific information from actual operations rather than suggested guidelines or rules of thumb that might have been in operation for a number of years. Consequently, a one page questionnaire requesting information concerning income, area involved, equipment costs, and ownership was mailed to what we hoped would be a cross-section of college unions. As it turned out, our sixty returns were primarily from schools classified as large institutions. The small schools did not reply in large numbers. The questionnaire did ask percentage of profit desired. Union directors these days either do not know what they expect in profit or are afraid to guess. We received very few answers in this category.

As a result of the information obtained, graphs have been prepared which hopefully will provide any individual school a guide as to what its potential income might be based on the number of square feet in the facility. There are many variables which must be considered. Graphs have been prepared according to small and large institutions and whether they are resident, commuter or 50-50 commuter-resident. We could not take into consideration the competition afforded by private enterprise in close proximity to the campus, quality of management, hours of operation, and other factors which certainly would influence sales and services.

Results of the survey are presented via charts and graphs. The master chart shows square footage as represented in any given union building which responded to this survey. The final entry on the chart conveys the gross income each union received from the stated amount of square footage. It is possible to compare your institution to other schools on a square footage, gross income basis. Schools considering construction and/or budgeting might receive guidelines as to cost, size, and income factors.

Overall compilation identifies schools by number rather than by institutional names. Graphs for specific operating areas have been drawn up and are included. A special category which could not be worked into the graphs is presented in a separate chart and labelled miscellaneous sources of income.

It is hoped that the gross incomes here will provide additional information for budgeting and construction purposes. Any school seeking to compare itself to another institution of similar size and type, should use the master chart since it covers enrollment, residential, square footage, building cost, etc.

The basic information contained in the master sheet is intended to provide major information for comparison of institutions as well as give guidelines on building cost and gross incomes. You will note there is a wide variation in construction cost per square foot. This is due mainly to time of construction differential. Total cost and square foot cost also vary as other factors enter the picture, such as, quality of construction, whether or not certain cost factors were included, such as, shared utility costs, central air conditioning plants, fixed equipment cost and land purchases. Our questionnaire failed to ask the year of construction; however, a few dates are provided for guidelines.

The equipment cost chart is a last minute effort to provide additional information from the questionnaire. It must be recognized that this was a general question and probably has a wide variance of answer, for instance, would the equipment of a cafeteria include the fixed equipment cost or only the expendable equipment items? Does the equipment for special retail sales include the cash registers as well as display counter? It is hoped that this chart, used as a guideline, will provide some direction for a starting point in budgeting cost of equipment.

Since it is impossible for any one study to give all guidelines, it is suggested that anything presented here be added to the total list of information. We would also suggest that you carefully consider other works that have been done which provide guidelines for the beginner as well as for the experienced individual planning additions. (For example, Bruce Kaiser, pp. 156-159 of the 1968 *Conference Proceedings.*)

"When the final project budget is established, it is wise to predetermine certain chronological checkpoints when the architect is asked to furnish progress reports of the relationship of planned square footage to project budget. If, because of budgetary limitations, the scope of the project must be cut, it may be necessary to go back to the written program, re-evaluate all spaces, assign priorities to them, and plan the building in several phases of construction. It is better to size facilities according to program needs and postpone some rather than to retain all program spaces, making each proportionally smaller, and perhaps, inadequate." (Kaiser)

ACU-I CONFERENCE

SURVEY MASTER RESULTS

1969

SCHOOL #	ENROLLMENT	SIZE CATEGORY		TYPE			SIZE BLDG. SQ. FOOTAGE	BUILDING COST	COST PER SQ. FT.	YR. OF BLDG. CONST.	TOTAL GROSS INCOME LISTED ON SURVEY
		SMALL	LARGE	RES.	COMM.	50/50					
1	14,000		X	X			98,000	$1,000,000	10.20	Old Bldg.	1,254,328
2	10,000		X			X	353,000	8,000,000	32.00		2,264,800 *
3	12,000		X	X			100,000	2,500,000	25.00	1952,1958	1,953,275 *
4	9,900		X			X	40,438	900,000	22.25		No. Information
5	8,500		X	X			140,552	3,400,000 1,680,000	19.00 24.00	1958 1965	961,886 * **
6	13,500		X	X			39,000	1,000,000	15.65	1956	1,318,030 *
7	12,000		X	X			125,000	2,750,000	22.00		917,000
8	15,000		X		X		130,980	2,558,867	19.55		701,615
9	19,000		X			X	88,000	1,550,000	17.50	1953	423,654
10			X		X			3,500,000			No Income Producing by Union
11	18,500		X			X	260,000	5,200,000	17.70		3,597,250 * **
12	30,000		X		X		133,000	2,800,000	21.05		1,935,460 *
13	10,000		X			X	132,539	2,881,869	21.74		1,896,000 *
14	12,500		X	X			150,000	2,600,000	17.33		992,000 * (SML OPR)
15	8,000		X			X	166,480	3,800,000	22.80		2,402,000 * **
16	17,000		X			X	165,000	3,500,000	20.00		829,310
17	18,250		X			X	235,000	4,750,000	20.21	1963	3,403,650 *
18	8,000		X		X		121,000	3,174,000	26.00		1,552,300 *
19	11,200		X			X	96,000	1,314,000	16.50		673,450 *
20	21,500		X	X			180,000	5,469,000	27.00		2,691,850 *
21	4,200	X		X			52,000	2,600,000	50.00(?)		2,060,000 * **
22	13,000		X		X		150,000	3,000,000	20.00		1,977,470 *
23	18,200		X	X			196,537	4,500,000	22.90	1953	825,564
24	1,800	X				X	75,000	1,600,000	21.25	1963	719,150 * **
25	38,500		X			X	185,000	3,000,000	16.00	1947	3,129,300 *
26	2,550	X		X			80,000	1,172,000	20.25	1960	1,712,039 * **
27	28,500		X	X			498,000	12,000,000	24.00	19??,1962	4,941,650 *
28	5,500	X				X	100,000	2,500,000	25.00		839,800 * **
29	19,500		X	X			243,813	5,339,651	21.90		1,065,492
30	32,000		X	X			297,000	8,240,000	27.74		4,388,040 *
31	4,289	X			X		35,200	902,525	25.00	1964	602,326 *
32	16,000		X			X	152,000	2,400,000	15.73	1964	3,005,943 *
33	8,050		X			X	89,792	2,800,000	17.00 37.00	1954 1965	1,329,850 *
34	35,000		X			X	123,560	3,664,000	29.65	1962	633,596
35	13,500		X		X		81,353	1,525,000	23.00		339,361
36	18,000		X		X		60,000	2,500,000	41.60		2,084,762 *
37	12,556		X		X		139,411	2,177,029	15.00		1,347,661 *
38	8,000		X			X	121,600	3,000,000	25.00		447,300

SCHOOL #	ENROLLMENT	SIZE CATEGORY		TYPE			SIZE BLDG. SQ. FOOTAGE	BUILDING COST	COST PER SQ. FT.	YR. OF BLDG. CONST.	TOTAL GROSS INCOME LISTED ON SURVEY
		SMALL	LARGE	RES	COMM.	50/50					
39	10,300		X		X		220,000	7,200,000	32.70		1,032,600 *
40	23,000		X		X		100,000	1,600,000	16.00		2,290,317 **
41	32,000		X		X		200,602	4,338,710	22.75		1,364,115 *
42	19,000		X	X			250,000	4,481,600	17.91	1966	807,100 *(SML OPR)
43	14,500		X	X			85,000 60,000	700,000 1,300,000	? 22.00	1928 1960	3,424,578 *
44	7,670	X		X			98,081	1,529,871	15.60		773,756 *
45	16,500		X	X			105,000	2,000,000	20.00	1956	2,905,000 *
46	11,500		X		X		180,000	3,900,000	21.00		1,309,785 *
47	2,350	X			X		60,000	960,000	16.00		320,804 *
48	9,000		X		X		54,000	1,750,000	32.00		649,119
49	34,000		X			X	235,000	6,000,000	25.50		1,641,144
50	20,000		X			X	202,000	4,000,000	19.80		1,834,250 *
51	23,500		X		X		205,000	5,000,000	24.50	1967	2,836,210 *
52	31,200		X			X		5,891,525		1916-1938 1956-1968	1,736,248
53	2,200	X		X							885,130 *
54	32,500		X			X	160,000	3,000,000	18.70	1964	965,700

* INCLUDES BOOKSTORE

** INCLUDES KNOWN CONTRACT FEEDING

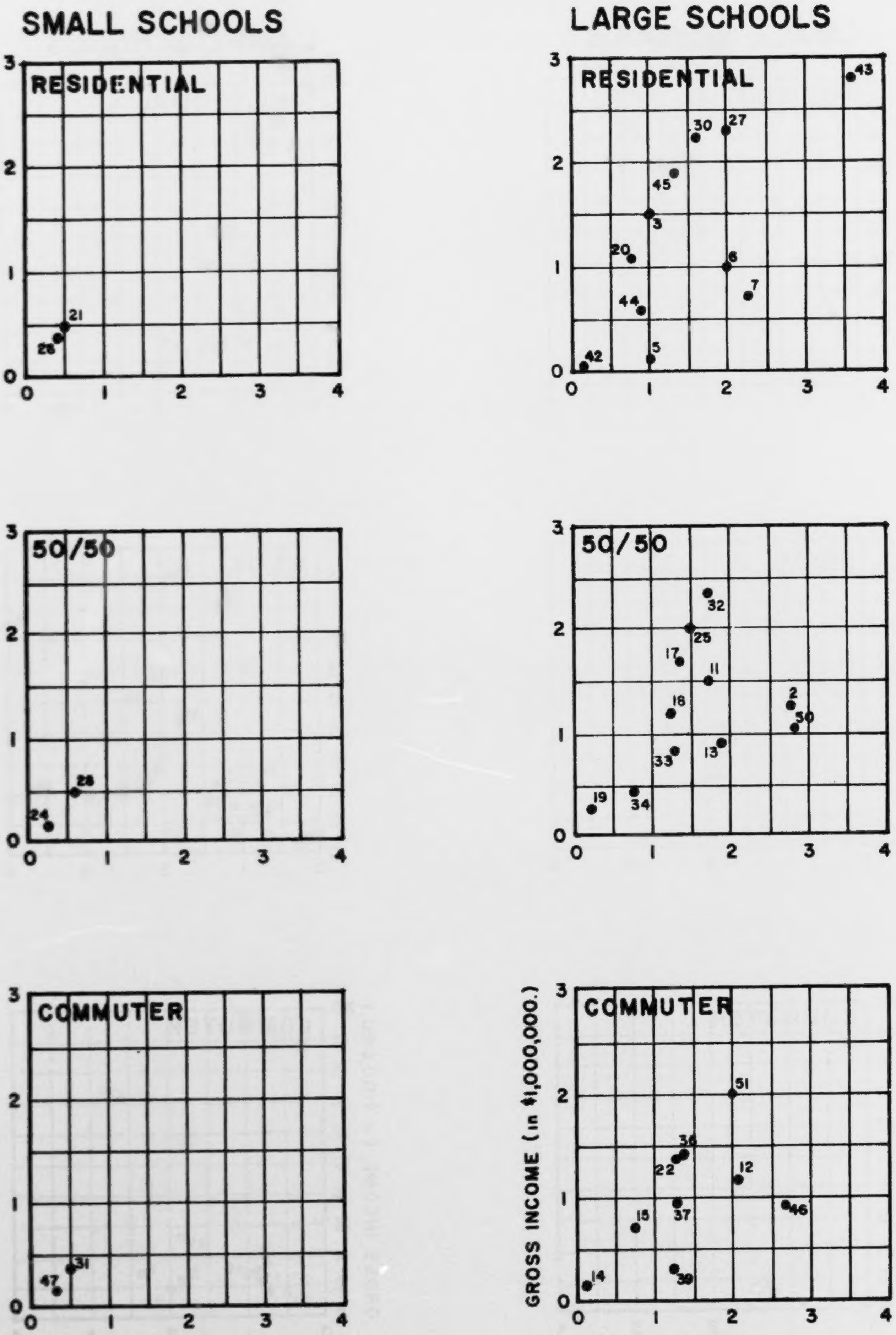
MISCELLANEOUS SOURCES OF INCOME

NO.	CHECK CASHING	MODESS MACHINES	ARTS & CRAFTS	OFFICE RENTAL	CONFER.-EXHIBIT.	MISC. FOOD SERVICE	GUEST HOUSING	PINBALL	PARKING	VENDING
1			5,000	1,200		110,800		7,000		3,000
2			3,000		4,500	200,000			75,000	35,000
3		75			2,700					
5					400	117,000				
6		30				85,000				
7	12,000					195,000	30,000			
8	7,500	225			7,500	67,000				15,000
9		118			4,200	92,300				
10		450				5,400				
11		150		500	11,000	1,065,000				140,000
12						75,000				8,500
13					15,000	110,000				10,000
14						123,000				145,000
15			100		3,000	45,000				83,000
16	4,800	110			9,500	121,000				21,000
17			6,000	2,000		170,000			10,000	
18		300					2,000			60,000
19	800	100								5,000
20		750				225,000				24,000
21										60,000
22				5,300	11,500	105,000		13,600		
23		200		7,000	15,600	151,000		8,400		
25						133,500				
26						80,000				85,000
27	15,000		2,600	1,100	400,000	566,000	466,000			53,300
29			2,800	500			219,000			53,700
30		240				466,000	260,000			
31						10,300	2,300			
32		63			3,000		5,000			
33		150	100	4,500	3,500					
34		145		8,000		106,700				
35		80		2,500		31,000				12,350
36					15,000	69,000				
37		60			900					47,200
38					63,000	47,000				
39			2,000			88,000				56,000
40	1,400	435				161,000				249,000
41	13,100				21,500	202,000				11,660
42			3,500		6,000	100,000	75,000			27,000
43		200	1,700			120,000				
45	10,000	200			178,000	55,000				
46				640	3,000	45,000				
48		200			5,000	85,000				234,000
49		450	7,000	1,700	78,300	105,000	14,400			7,200
50		250	250		250	102,500	100			
51	10,500									
52		100	6,400	500	2,000					11,800
53		80			3,000	30,000				
54	6,200			30,000	8,500	358,700	361,350			

OTHER MISCELLANEOUS SOURCES LISTED:

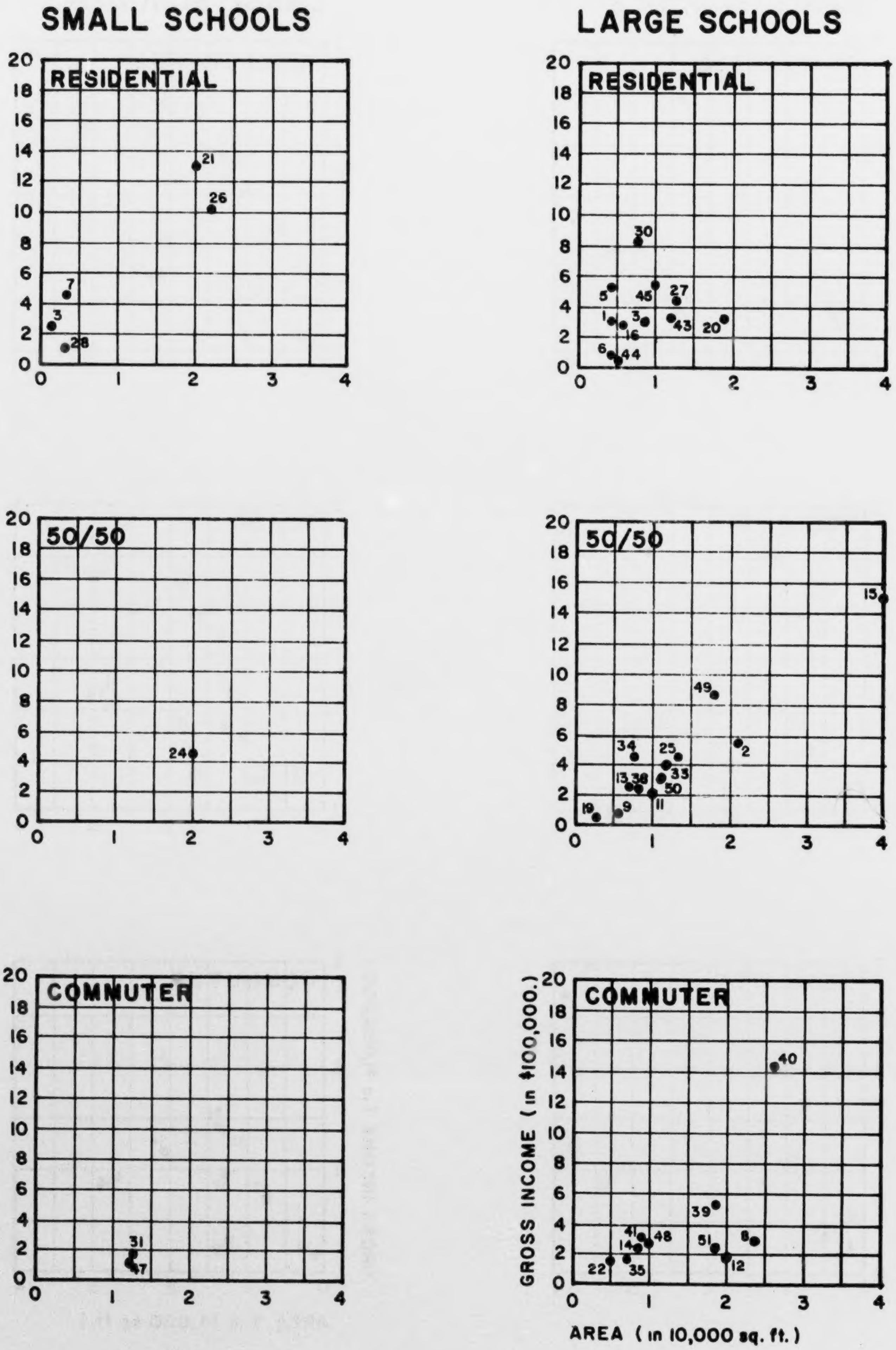
XEROX MACHINE	3,700
PHOTO STUDIO	45,000
SHOE RENTAL	4,800

BOOK STORE



OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:
12 DO NOT HAVE THIS FACILITY
6 HAVE FACILITY-PROVIDED INSUFFICIENT DATA

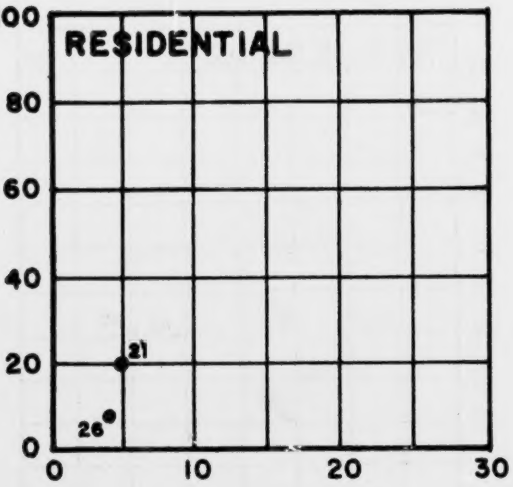
CAFETERIA

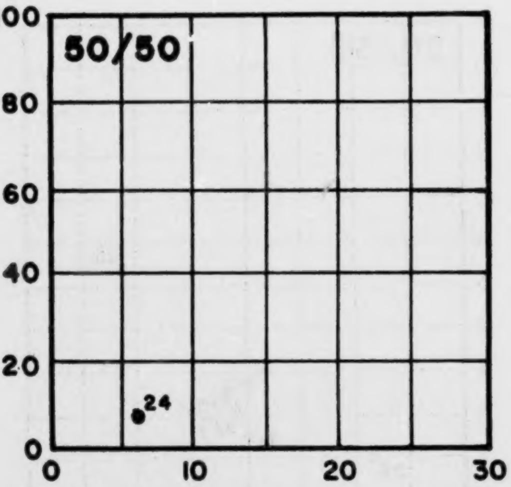


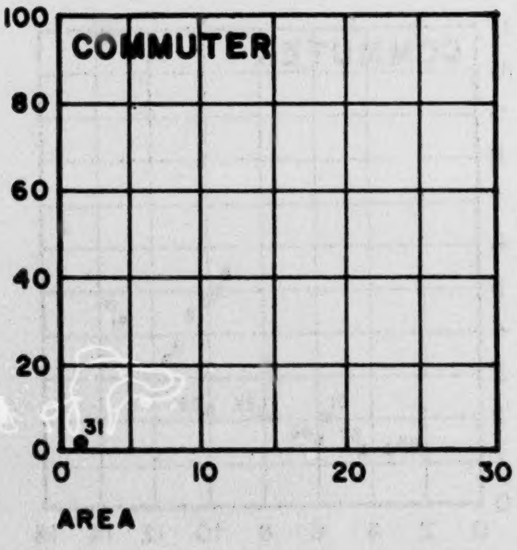
OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:
2 DO NOT HAVE THIS FACILITY
12 HAVE FACILITY - PROVIDED INSUFFICIENT DATA

SNACK BAR

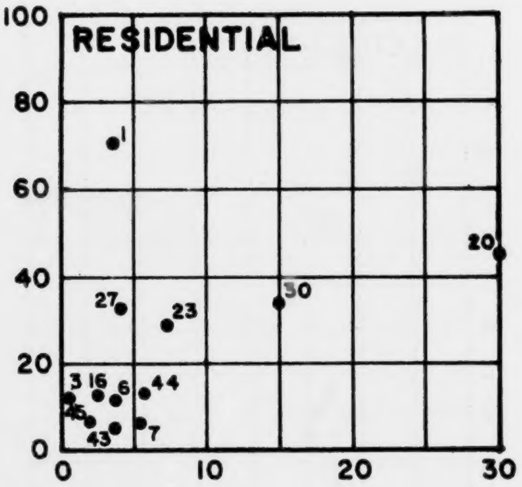
SMALL SCHOOLS

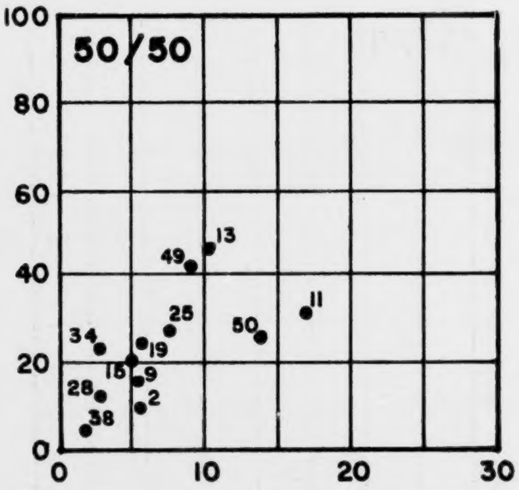


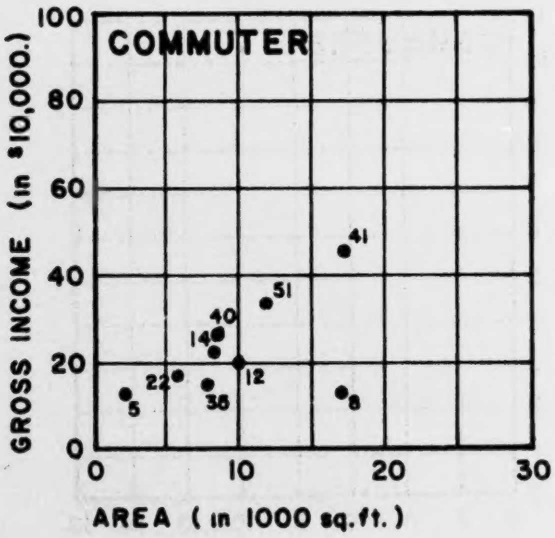




LARGE SCHOOLS





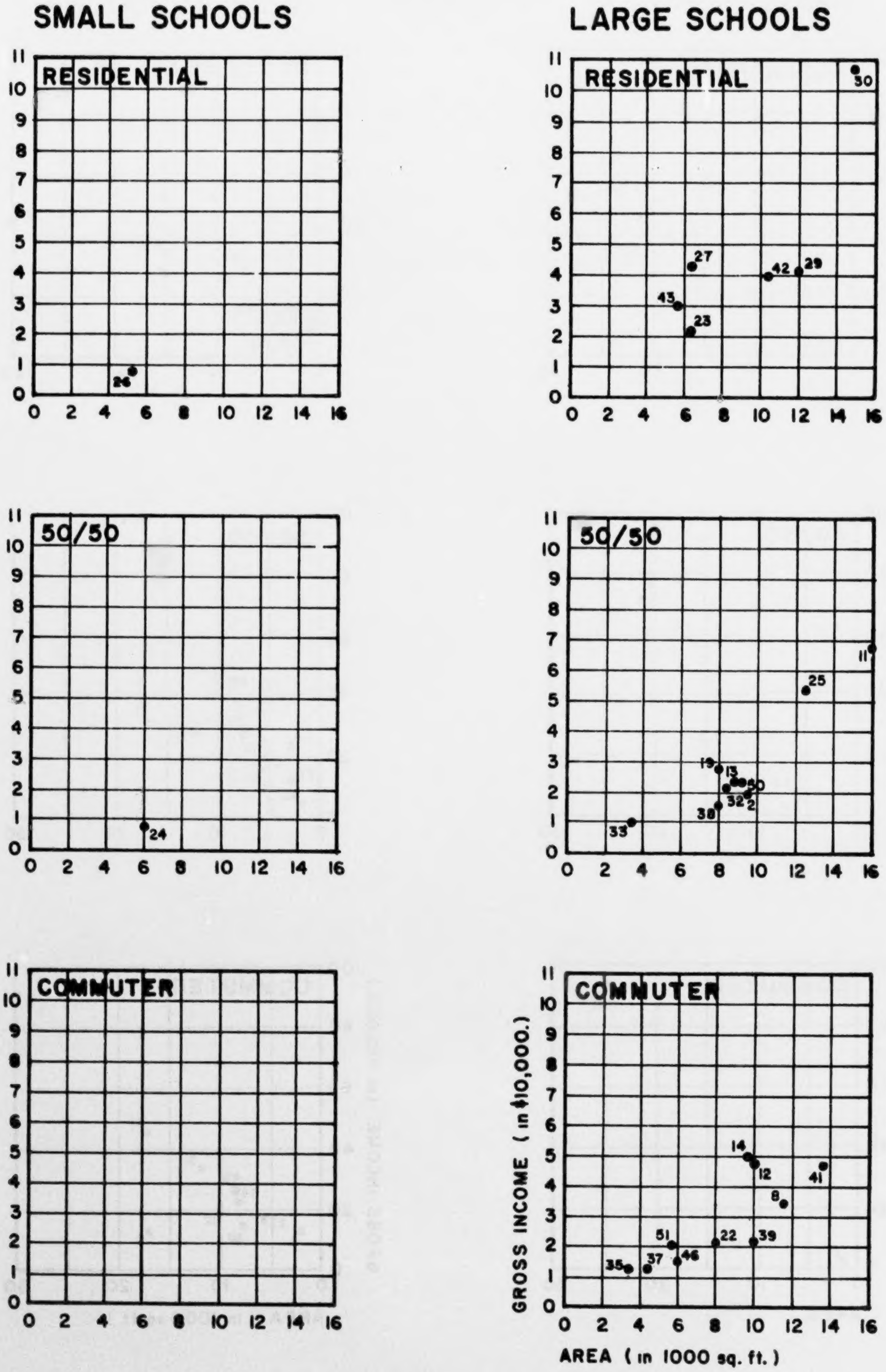


OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:

3 DO NOT HAVE THIS FACILITY

17 HAVE FACILITY - PROVIDED INSUFFICIENT DATA

BOWLING



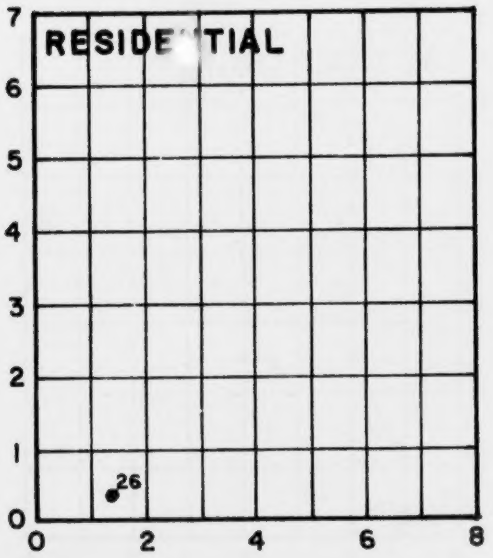
OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:

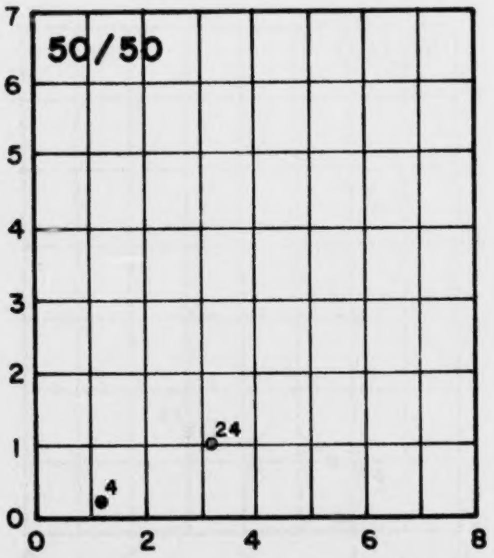
18 DO NOT HAVE THIS FACILITY

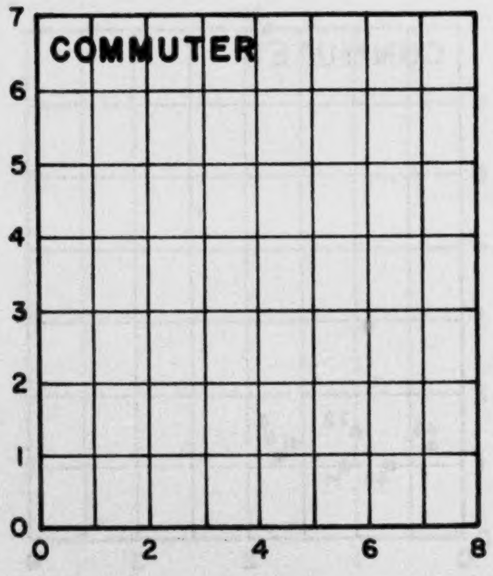
10 HAVE FACILITY-PROVIDED INSUFFICIENT DATA

BILLIARDS

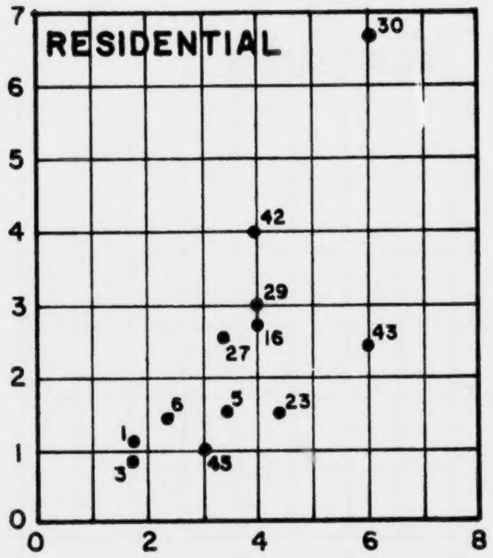
SMALL SCHOOLS

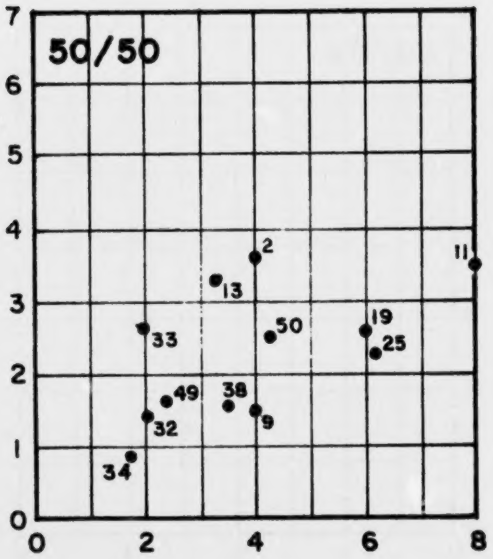


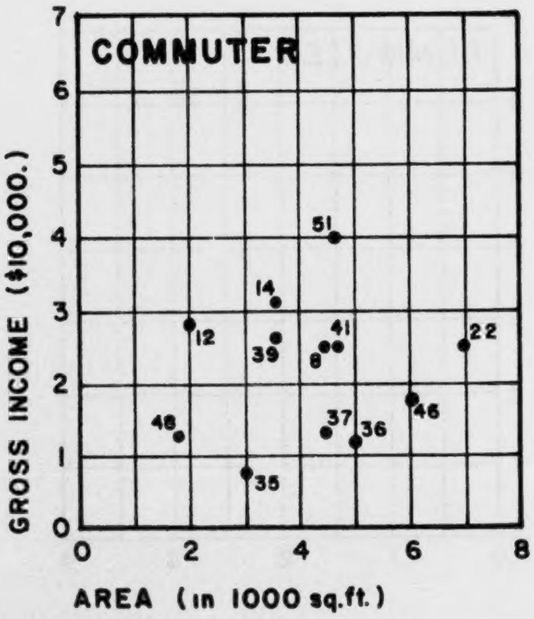




LARGE SCHOOLS





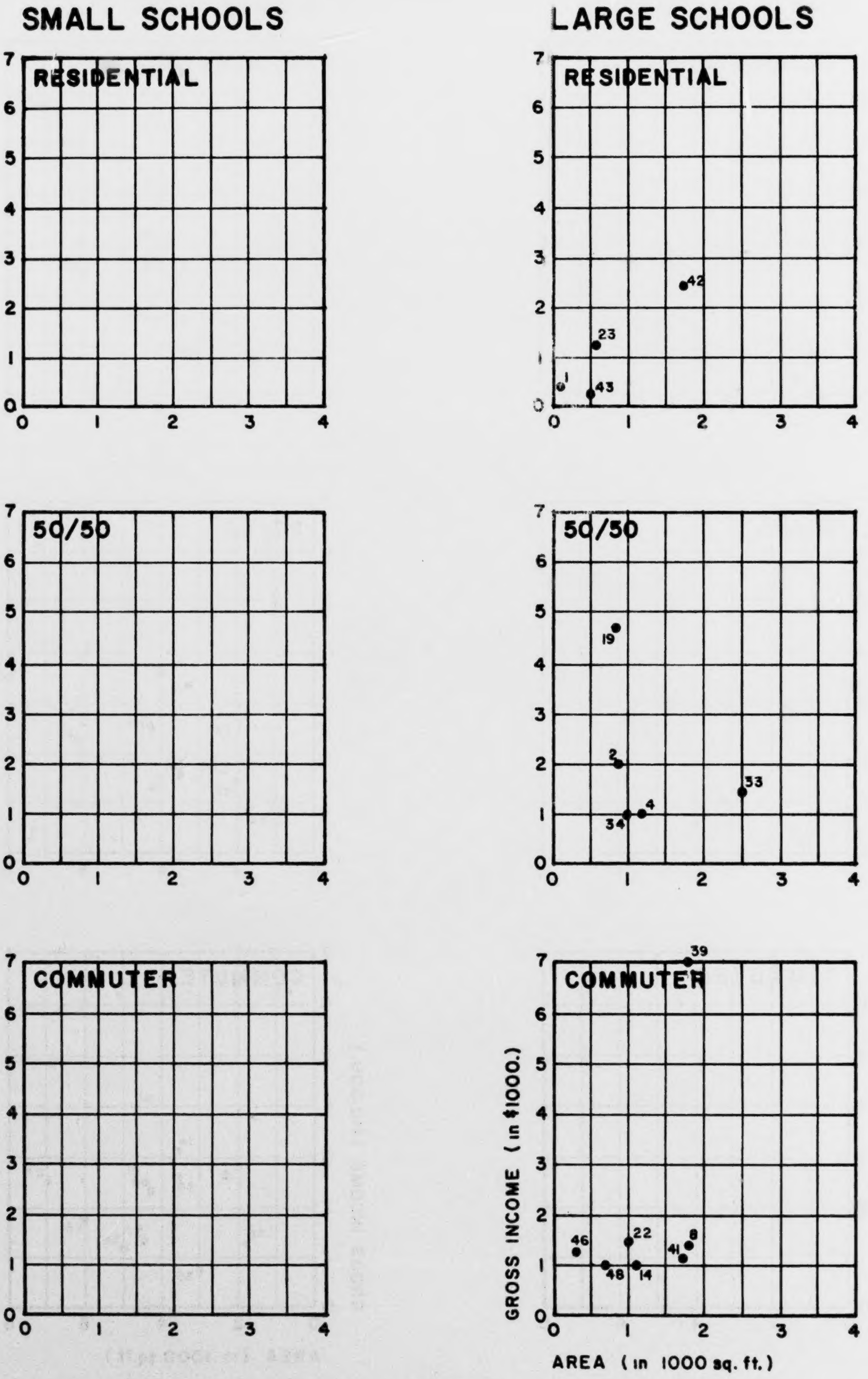


OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:

5 DO NOT HAVE THIS FACILITY

8 HAVE FACILITY-PROVIDED INSUFFICIENT DATA

TABLE TENNIS



OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:

24 DO NOT HAVE THIS FACILITY

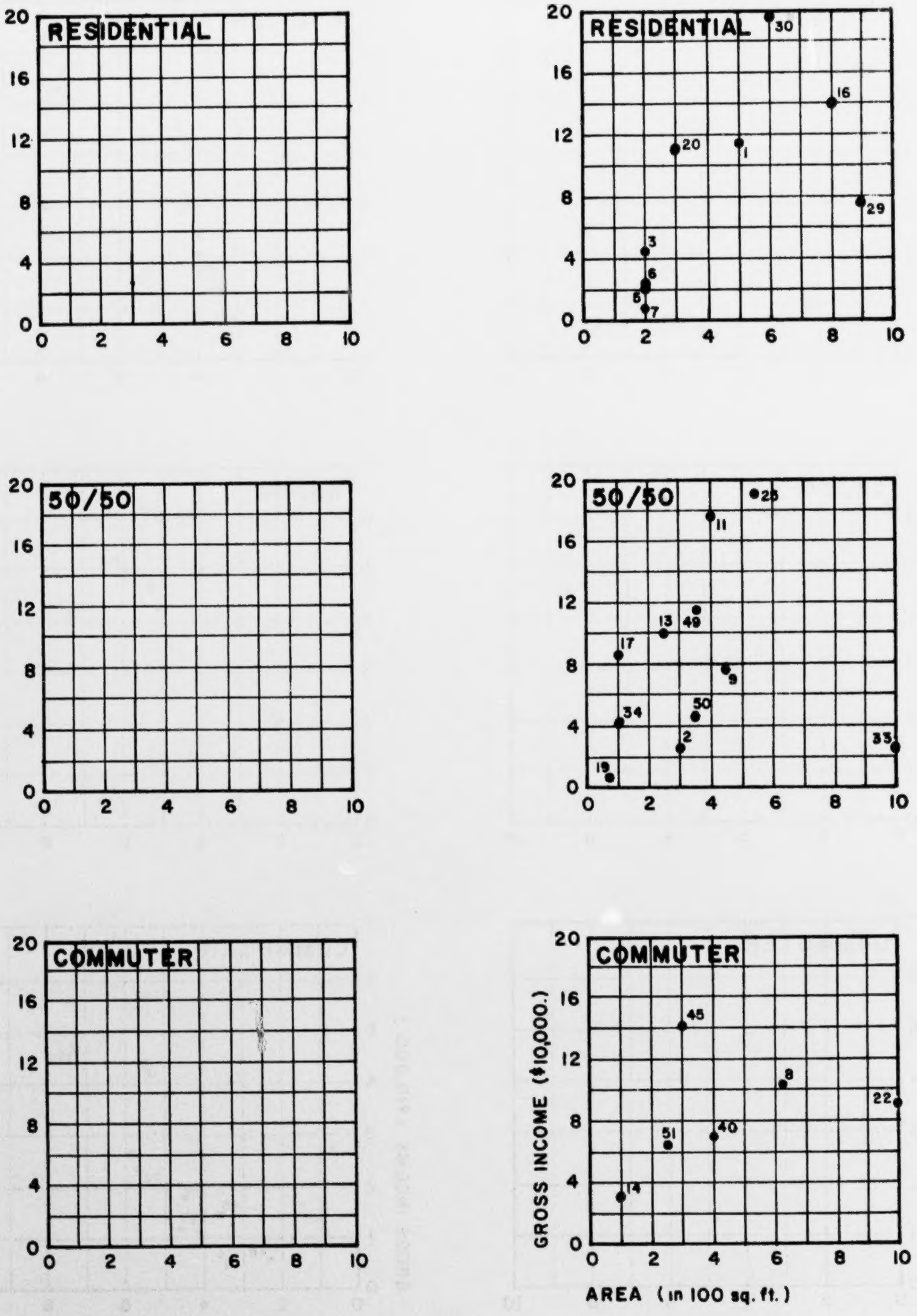
4 HAVE FACILITY-PROVIDED INSUFFICIENT DATA

9 PROVIDE FACILITY AT NO CHARGE TO USER

MISCELLANEOUS RETAIL SALES

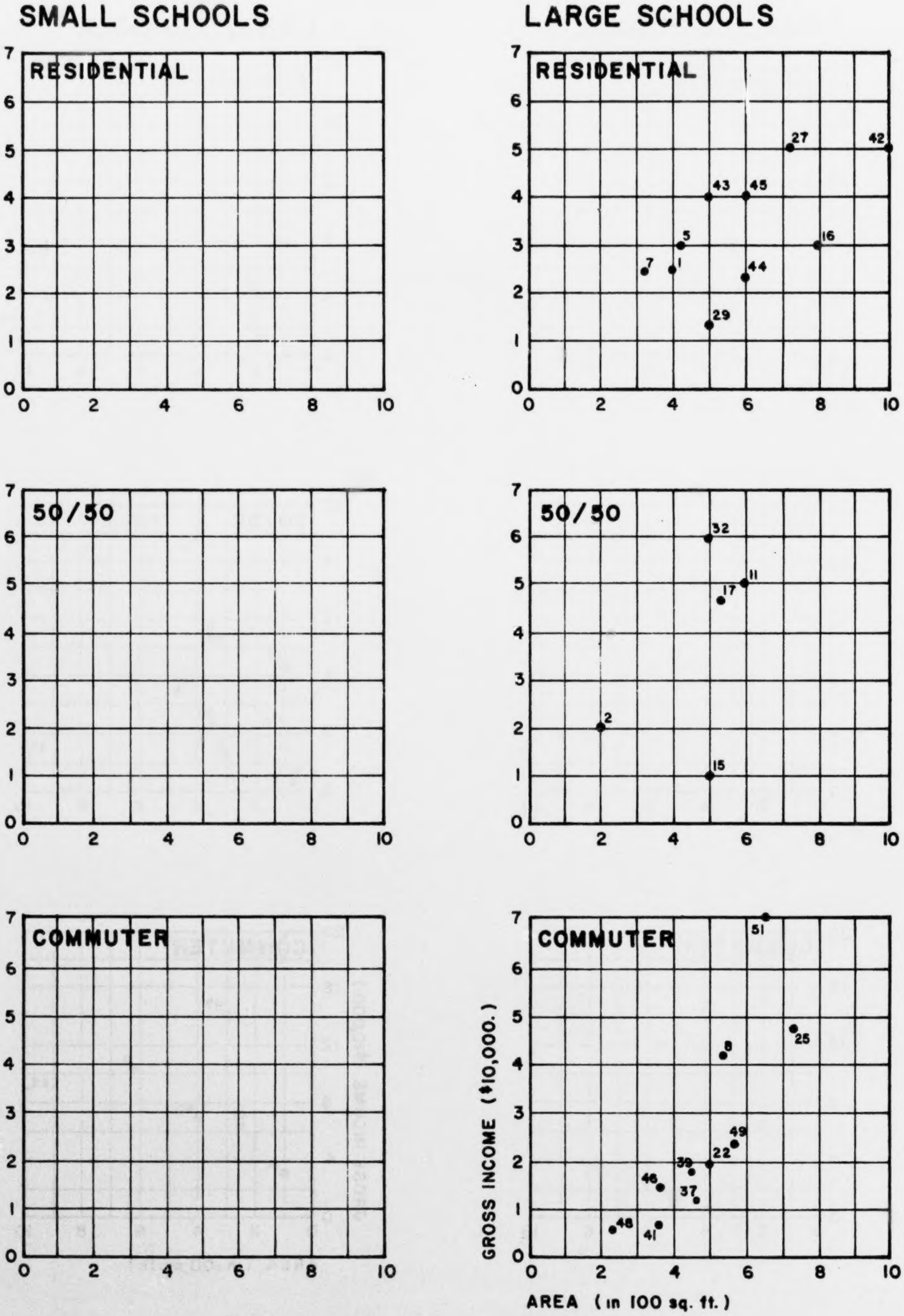
SMALL SCHOOLS

LARGE SCHOOLS



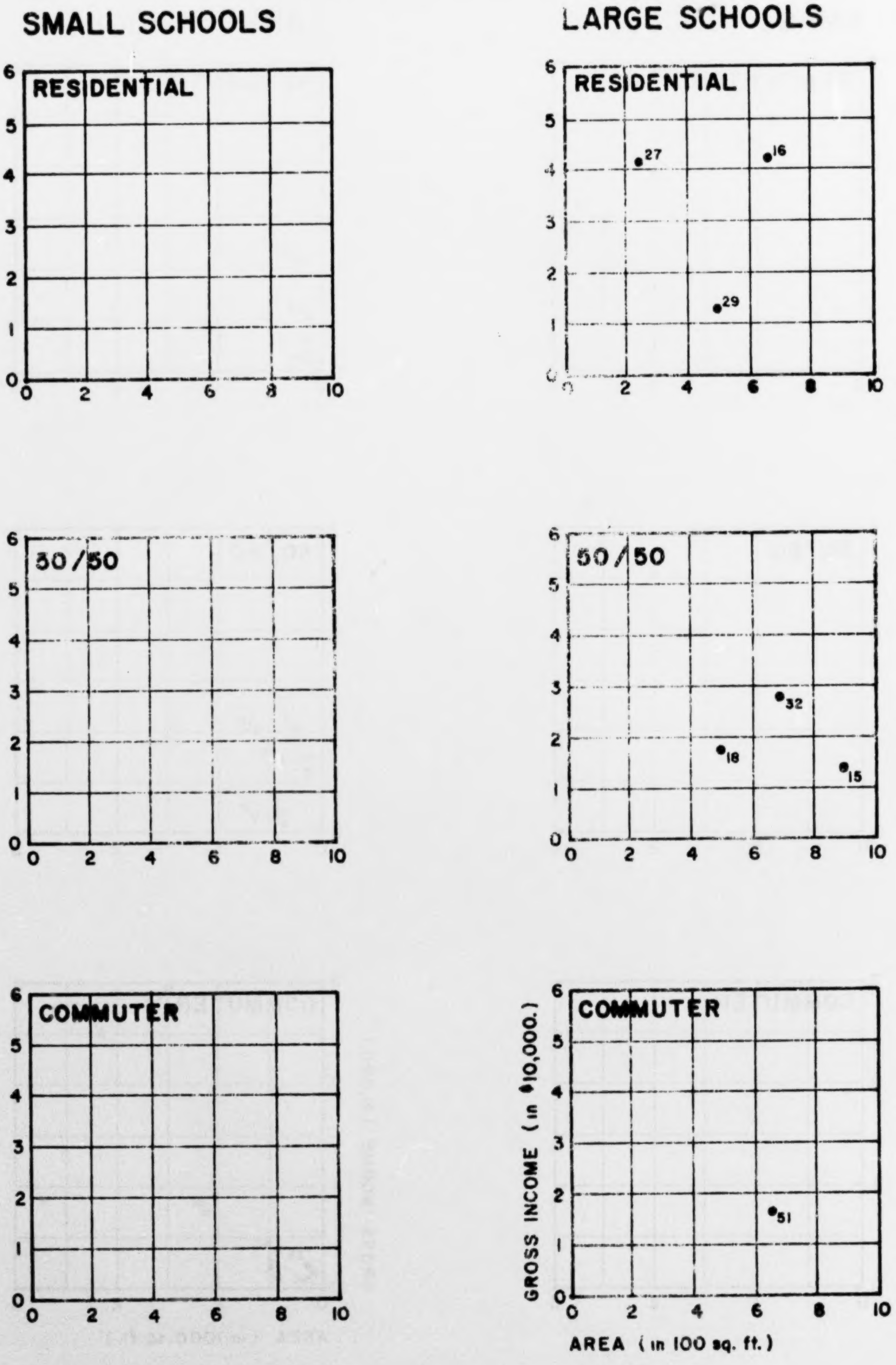
OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:
13 DO NOT HAVE THIS FACILITY
17 HAVE FACILITY - PROVIDED INSUFFICIENT DATA

BARBER SHOP



OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:
25 DO NOT HAVE THIS FACILITY
7 HAVE FACILITY - PROVIDED INSUFFICIENT DATA

BEAUTY SHOP

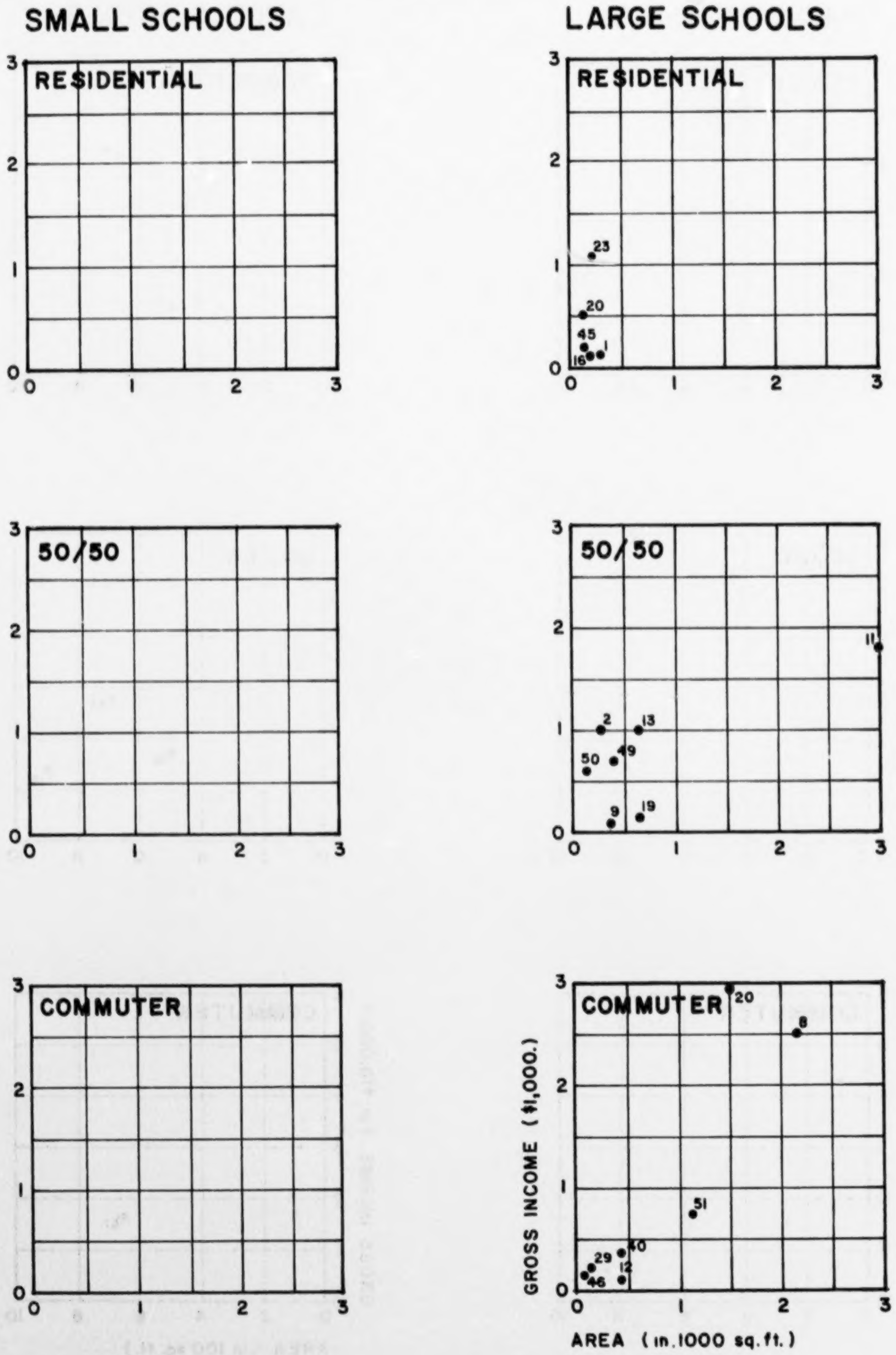


OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:

43 DO NOT HAVE THIS FACILITY

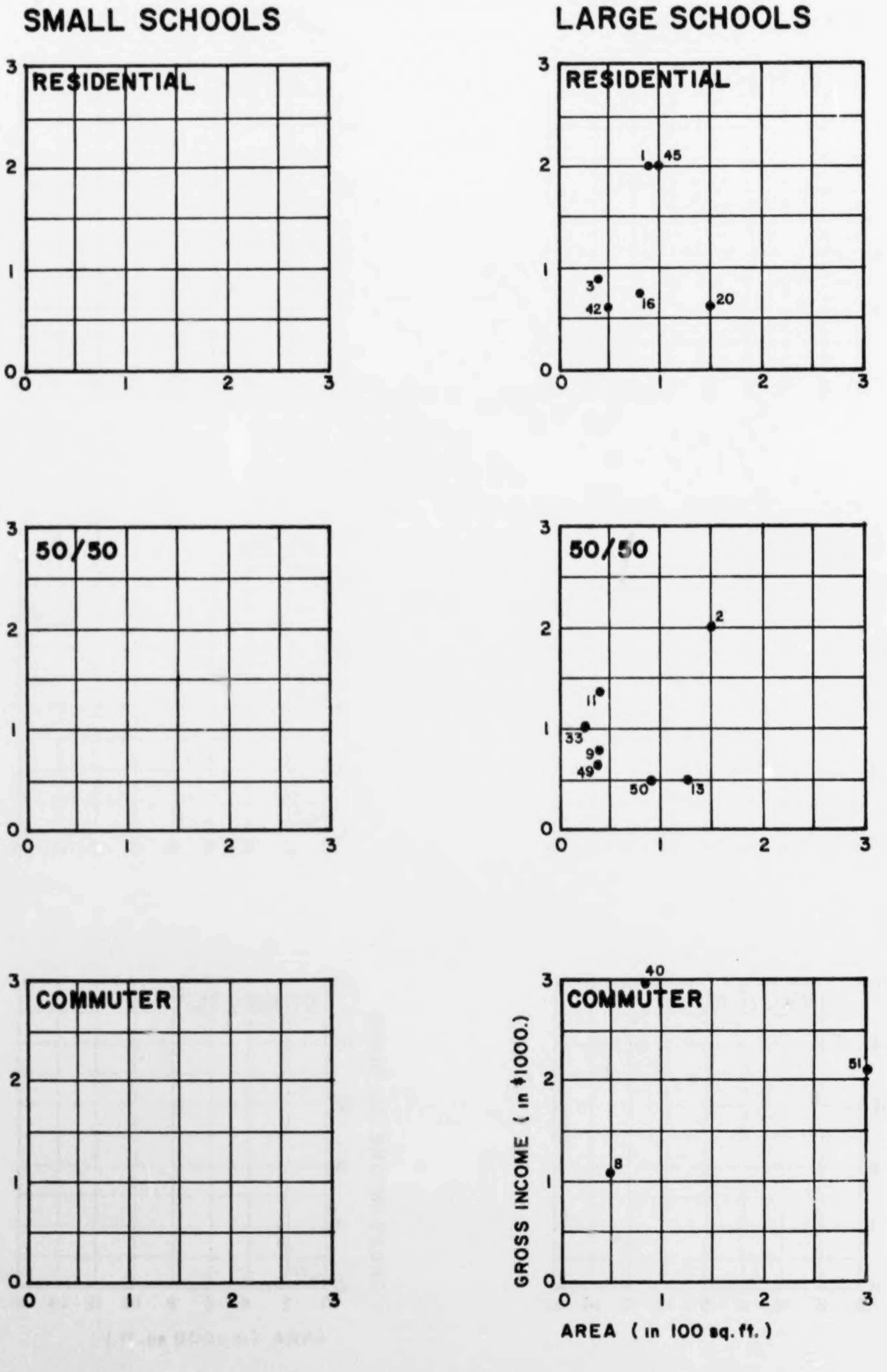
5 HAVE FACILITY-PROVIDED INSUFFICIENT DATA

LOCKERS



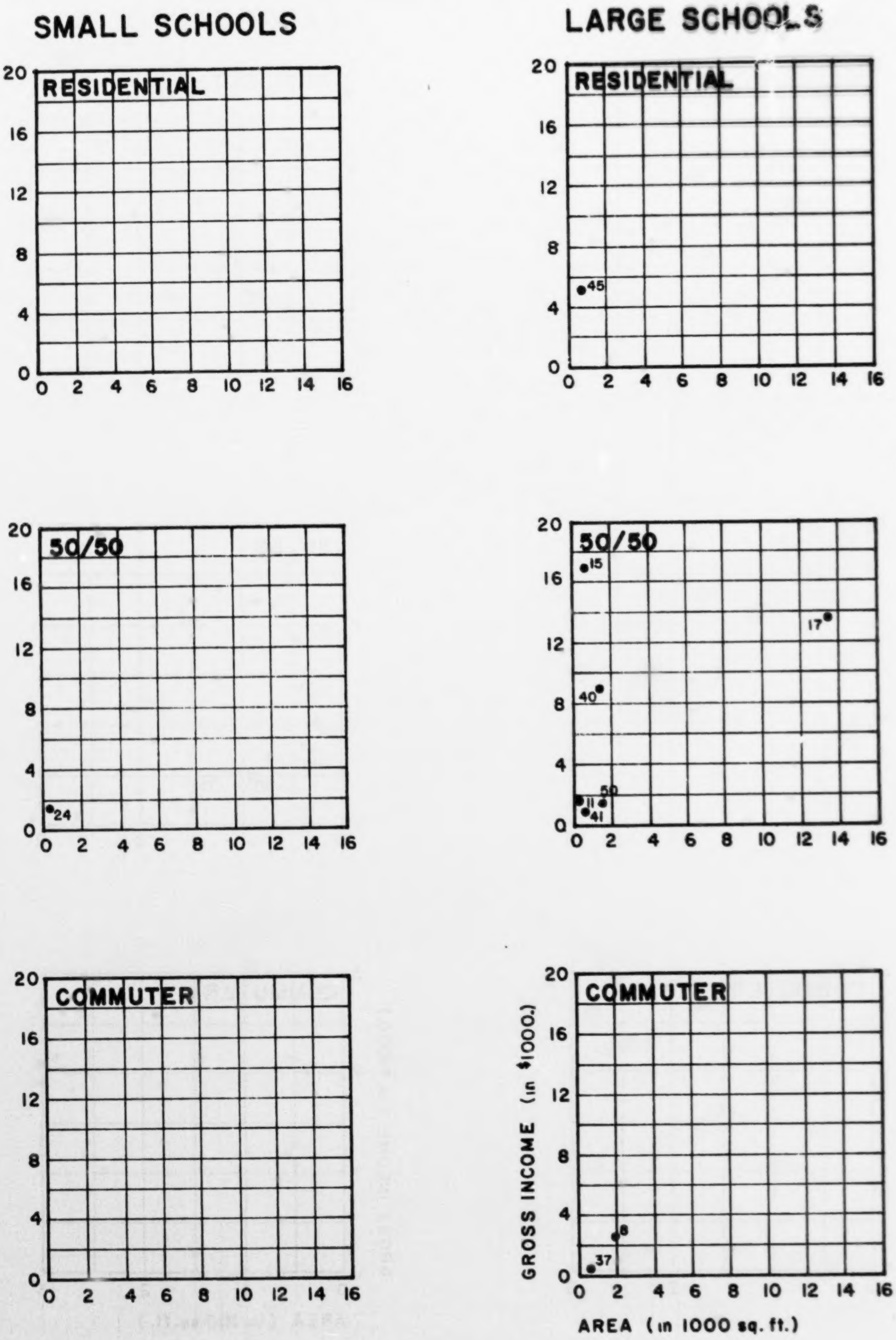
OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:
21 DO NOT HAVE THIS FACILITY
10 HAVE FACILITY - PROVIDED INSUFFICIENT DATA
5 PROVIDE FACILITY AT NO CHARGE TO USER

PAY TELEPHONES



OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:
19 DO NOT HAVE THIS FACILITY
20 HAVE FACILITY - PROVIDED INSUFFICIENT DATA

POST OFFICE



OF THE 55 SCHOOLS ANSWERING QUESTIONNAIRE:
32 DO NOT HAVE THIS FACILITY
13 HAVE FACILITY-PROVIDED INSUFFICIENT DATA

APPENDIX A

EQUIPMENT COST CHART

SCHOOL #	BOOKSTORE	CAFETERIA	SNACK BAR	CATERING	BOWLING	BILLIARDS	TABLE TENNIS	RETAIL SALES	BARBER SHOP	BEAUTY SHOP	LOCKERS
1											
2	128,000	125,000		15,000	85,000	17,000	850	3,000	4,000		13,000
3	32,000	136,000	41,000			8,000					
4											
5	22,000	→	229,000	←		6,000	200	2,000	3,700		
6						7,700					
7		→	500,000	←	→	100,000 ←		10,000	2,500		
8		→	134,600	←	→	191,100	←	8,000	6,000		4,500
9		70,000	56,000			14,000	1,600				2,000
10											
11	85,000	12,000	40,000	10,000	150,000	24,000					
12	55,000	160,000			36,000	14,000					
13	100,000	→	350,000	←				2,500			10,000
14											
15	30,000	208,000	28,000		→	8,000	←		4,000	4,500	
16		70,000	40,000	80,000		18,000		5,000	6,000	9,000	1,000
17	95,000	→	420,000	←	→	180,000	←	5,000	12,000		10,000
18	65,000	→	150,000	←	→	75,000	←				
19		125,000	90,000		70,000	16,000	1,000	2,000			2,000
20	83,000	→	500,000(?)	←	→	200,000		1,800			1,800
21	10,000	180,000	20,000								
22											
23											
24	3,000	75,000	25,000								
25											
26		85,000	11,000		97,500	6,270	112				420
27	180,000	→	460,000	←	→	223,000	←		8,000	7,500	

SCHOOL #	BOOKSTORE	CAFETERIA	SNACK BAR	CATERING	BOWLING	BILLIARDS	TABLE TENNIS	RETAIL SALES	BARBER SHOP	BEAUTY SHOP	LOCKERS
28		→	150,000	←	→	105,000	←				
29		→	492,000	←	→	163,000	←	3,700	9,100		500
30	91,000	→	497,000	←	267,900	46,300		10,000			
31	22,900	→	68,380								
32		→	175,000	←	120,000	11,000					
33	125,000				65,000	20,000	500	1,000	2,000		
34											
35		→	75,256	←	46,700	3,725					
36											
37	53,396	→	154,486	←	85,021	13,167	180				1,118
38		→	50,000	——	→	200,000	←	7,000			
39	10,500	399,000		25,000	172,000	15,000	540	2,550	6,700		5,100
40		→	600,000	←	→	224,000	←	6,200			
41											
42	5,500	→	287,000	←		180,000			14,500		7,350
43	163,814	→	105,000	←	21,000	18,000	400		4,000		
44	16,011	39,608	32,315		→		←		8,817		4,164
45	40,000	70,000	20,000	10,000		6,000					1,000
46	59,000	→	150,000	←	65,000	8,000	250				750
47	15,000	→	30,000	←	4,900						
48		→	250,000	←	10,000						
49		→	360,000	←							
50	180,000	→	350,000	←	40,000	8,400		5,000			4,300
51	75,000	→	400,000	←	25,000	19,000	400	4,000	10,000	8,000	10,000
52		→									
53	28,000		240,000	←		7,000					2,000
54		→	225,000	←	→	96,000	←				

NOTE: Any box where the arrow appears indicates that the figure contained in the next box applies to both areas. In some cases such as food service, one figure may represent the equipment cost of all three areas listed on the chart.

UNION PLANNING: THE CONSTRUCTION PERIOD - RECRUITING, HIRING AND TRAINING STAFF

William J. Osborne, Assistant Director-Operations
J. Wayne Reitz Union
University of Florida

The requirement to plan a staff for a new union may be triggered by the advent of a new union on a campus which has never had a union before. It may be because plans and money are available to expand an existing facility to meet the needs of a growing campus. It may be that an addition is planned to accommodate a new service or facility. Whatever the cause, the effect is the same; additional staff is needed at all levels to administer the program and the operation of the union.

Chart No. 1 illustrates one system of communication flow through various staff levels. Some type of similar managerial organization is a good way to determine the needs required by the new facility. It also depicts the number and type of individuals needed to operate the completed building.

Since a project or building delivery date is relatively hard to determine, a general planning scale is advantageous. Rather than put in a particular week or month or date to initiate a new position, it is advisable to plan a time which relates to the completion date, i.e., five months prior to completion, twelve months prior to completion, or at the time of completion, we should consider certain positions to be activated. If delays evolve during the construction period, these lead-in dates remain valid and may be adjusted to conform to the original plan.

Chart No. 2 gives a projection of time and position to be filled relative to the completion and occupation of the building or addition. It is assumed that when first-line administrators are hired certain clerical and secretarial positions not listed will also come into existence. The chart merely attempts to indicate areas in which new people will become employed. These are generally broken down into General Administration, Program, and Maintenance. Some buildings may require additional personnel to service food facilities, games areas, overnight guest facilities, browsing libraries, and even a public functions service. While the latter categories may be applicable only to large unions, all unions will, in some way, employ persons in the categories of Food, Administration, Program and Maintenance.

Recruiting may be accomplished by soliciting the aid of university placement services, advertising in trade magazines such as *The Executive Housekeeper, Building Maintenance*, and the like. It may also be done as a result of publicity concerning construction. Building projects attract newsmen and photographers and a good public relations campaign concerning the new construction will cause people to beat a path to your door seeking employment.

All such early or premature applications should be held in a suspense file and interviews begun as the target date for a position nears. Other applications may be referred to second-line administrators for their use when appropriate.

One major source of finding employees may be the construction crew itself. If a building engineer or building superintendent is specified in your requirements do not overlook the construction foreman on the project. Further personnel such as carpenters, painters, electricians and janitorial staff may also be recruited from the construction crew.

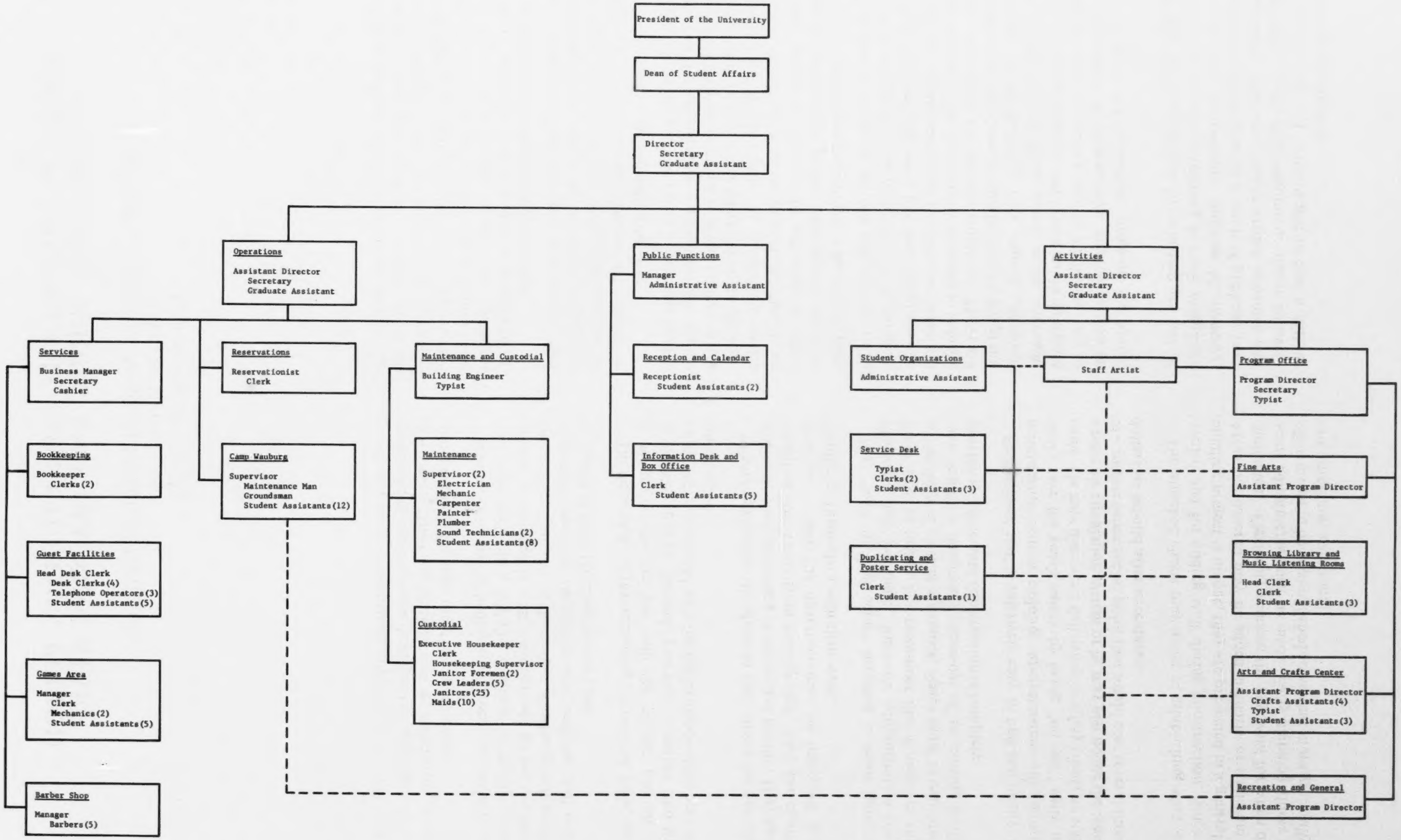
The advantages of this recruiting are twofold. First, you hire a person totally familiar with the project and all of its personality quirks. Second, you hire a worker who will be much more concerned with the performance of his crew during construction.

Where applicable, the phase-in plan allows for new staff to receive on-the-job training in the present facility. They have the benefit of supervision from existing staff. They also contribute ideas as to how the operation may be improved as they familiarize themselves with their work.

How soon is "too soon" becomes a moot question in phasing-in new personnel. First-line administration is sometimes easy to justify but remember that it requires support in the form of clerical assistance. Space must be provided and may require a temporary phase-out of an existing facility to provide an office until construction is complete.

Professional staff is relatively easy to find and justify, but a maintenance man or building superintendent will almost certainly save his year's salary by being "on site" early in the game. He may discover a deficiency in safety treads on stairs or a poor air circulation system or he may just notice the omission of a maintenance access point that would cost several thousand dollars to rebuild after acceptance.

The attached charts may assist in establishing what staff is needed and for adding staff during construction. Since each building project is unique, they are presented in a general way. Areas not covered may be added similarly or irrelevant ones eliminated. Flexibility remains the key word for when delays occur adjustments must be made. Early planning allows these adjustments to be accomplished somewhat more gracefully and with minimum confusion.


President of the University
Dean of Student Affairs
Director
Secretary
Graduate Assistant
Operations
Assistant Director
Secretary
Graduate Assistant
Public Functions
Manager
Administrative Assistant
Activities
Assistant Director
Secretary
Graduate Assistant
Services
Business Manager
Secretary
Cashier
Reservations
Reservationist
Clerk
Maintenance and Custodial
Building Engineer
Typist
Reception and Calendar
Receptionist
Student Assistants(2)
Student Organizations
Administrative Assistant
Staff Artist
Program Office
Program Director
Secretary
Typist
Bookkeeping
Bookkeeper
Clerks(2)
Camp Wauburg
Supervisor
Maintenance Man
Groundsman
Student Assistants(12)
Maintenance
Supervisor(2)
Electrician
Mechanic
Carpenter
Painter
Plumber
Sound Technicians(2)
Student Assistants(8)
Information Desk and Box Office
Clerk
Student Assistants(5)
Service Desk
Typist
Clerks(2)
Student Assistants(3)
Fine Arts
Assistant Program Director
Guest Facilities
Head Desk Clerk
Desk Clerks(4)
Telephone Operators(3)
Student Assistants(5)
Duplicating and Poster Service
Clerk
Student Assistants(1)
Browsing Library and Music Listening Rooms
Head Clerk
Clerk
Student Assistants(3)
Custodial
Executive Housekeeper
Clerk
Housekeeping Supervisor
Janitor Foremen(2)
Crew Leaders(5)
Janitors(25)
Maids(10)
Games Area
Manager
Clerk
Mechanics(2)
Student Assistants(5)
Arts and Crafts Center
Assistant Program Director
Crafts Assistants(4)
Typist
Student Assistants(3)
Barber Shop
Manager
Barbers(5)
Recreation and General
Assistant Program Director

STAFF RECRUITING - CONSTRUCTION PERIOD

	BRAND NEW FACILITY			
	Development of Plans & Drawings	Construction Begins	Months Prior to Opening	Opening or Acceptance
GENERAL ADMINISTRATION				
First Level				
Assistant Director	X			
Business Manager		X		
Second Level				
Reservationist			3	
Night Manager				X
Bookkeeper			3	
Administrative Assistant				X
Chief Clerk				X
Third Level				
Clerical Staff				X
Cashier				X
Assistants (Students and others)				X
PROGRAM				
First Level				
Program Director			6	
Second Level				
Assistant Program Director(s)			1	
Third Level				
Clerical				X
BUILDING MAINTENANCE				
First Level				
Building Superintendent	X			
Second Level				
Housekeeping Supervisor		3mos.		
Maintenance Supervisor		3mos.		
Third Level				
Maintenance Specialists				X
Crew Leaders (foremen)				X
Fourth Level				
Maids, Janitors, Assistants			1/3-2	2/3-X
PUBLIC EVENTS SERVICES				
First Level				
Manager			3	
Second Level				
Clerical				X

	BRAND NEW FACILITY			
	Development of Plans & Drawings	Construction Begins	Months Prior to Opening	Opening or Acceptance
FOOD SERVICES				
First Level				
Director	As Consultant	As Consultant	3	
Second Level				
Unit Manager				X
Catering Manager			2	
Cooks & Bakers				X
Third Level				
Supervisors				X
Assistant Supervisors				X
Special Preparations Personnel				X
Assistant Cooks & Bakers				X
Fourth Level				
Servers				X
Counter Persons				X
Cashier				X
Fifth Level				
Cleaning Personnel				X
GAMES AREA				
First Level				
Manager			6	
Second Level				
Assistants & Clerical				X
Mechanic			6	
OVERNIGHT GUEST FACILITIES				
First Level				
Manager			2	
Second Level				
Clerical				X

STAFF RECRUITING - CONSTRUCTION PERIOD

	ADDITION TO FACILITY			
	Development of Plans & Drawings	Construction Begins	Months Prior to Opening	Opening or Acceptance
GENERAL ADMINISTRATION				
First Level				
Assistant Director				
Business Manager				
Second Level				
Reservationist				
Night Manager				
Bookkeeper				
Administrative Assistant				
Chief Clerk				
Third Level				
Clerical Staff				X
Cashier				
Assistants(Students and others)				X
PROGRAM				
First Level				
Program Director				
Second Level				
Assistant Program Director(s)				X
Third Level				
Clerical				X
BUILDING MAINTENANCE				
First Level				
Building Superintendent				
Second Level				
Housekeeping Supervisor				
Maintenance Supervisor				
Third Level				
Maintenance Specialists				X
Crew Leaders(foremen)				X
Fourth Level				
Maids, Janitors, Assistants				X
PUBLIC EVENTS SERVICES				
First Level				
Manager				
Second Level				
Clerical				

	ADDITION TO FACILITY			
	Development of Plans & Drawings	Construction Begins	Months Prior to Opening	Opening or Acceptance
FOOD SERVICES				
First Level				
Director				
Second Level				
Unit Manager				
Catering Manager				
Cooks & Bakers				
Third Level				
Supervisors				
Assistant Supervisors				
Special Preparations Personnel				
Assistant Cooks & Bakers				
Fourth Level				
Servers				
Counter Persons				
Cashier				
Fifth Level				
Cleaning Personnel				
GAMES AREA				
First Level				
Manager			6	
Second Level				
Assistants & Clerical				X
Mechanic			6	
OVERNIGHT GUEST FACILITIES				
First Level				
Manager				
Second Level				
Clerical				

STAFF RECRUITING - CONSTRUCTION PERIOD

	EXPANSION OF RELATIVELY SMALL FACILITY			
	Development of Plans & Drawings	Construction Begins	Months Prior to Opening	Opening or Acceptance
GENERAL ADMINISTRATION				
First Level				
Assistant Director	X	X		
Business Manager				
Second Level				
Reservationist			3	
Night Manager				X
Bookkeeper		3		
Administrative Assistant				X
Chief Clerk				X
Third Level				
Clerical Staff				X
Cashier				X
Assistants (Students and others)				X
PROGRAM				
First Level				
Program Director			3	
Second Level				
Assistant Program Director(s)				X
Third Level				
Clerical				X
BUILDING MAINTENANCE				
First Level				
Building Superintendent		X		
Second Level				
Housekeeping Supervisor			3	
Maintenance Supervisor			3	
Third Level				
Maintenance Specialists				X
Crew Leaders (foremen)				X
Fourth Level				
Maids, Janitors, Assistants			1/3-2mos	2/3--X
PUBLIC EVENTS SERVICES				
First Level				
Manager			3	
Second Level				
Clerical				X

EXPANSION OF RELATIVELY SMALL FACILITY

	Development of Plans & Drawings	Construction Begins	Months Prior to Opening	Opening or Acceptance
FOOD SERVICE				
First Level				
Director	As Consultant	As Consultan	3	
Second Level				
Unit Manager				X
Catering Manager			2	
Cooks & Bakers				X
Third Level				
Supervisors				X
Assistant Supervisors				X
Special Preparations Personnel				X
Assistant Cooks & Bakers				X
Fourth Level				
Servers				X
Counter Persons				X
Cashier				X
Fifth Level				
Cleaning Personnel				X
GAMES AREA				
First Level				
Manager			6	
Second Level				
Assistants & Clerical				X
Mechanic			6	
OVERNIGHT GUEST FACILITIES				
First Level				
Manager			2	
Second Level				
Clerical				X

PROGRAMMING DURING CONSTRUCTION

Patricia Nelson, Program Director
Chicago Circle Center
University of Illinois at Chicago Circle

The assumptions on which this paper is based are that this fantasy union is under construction on an established campus which has had no union building and that the program will be building-based. Given these assumptions there are several reasons for programming during the construction period.

1. Programs can do an extremely effective public relations job with the campus community by giving some reality to the vague promises associated with construction of a union.
2. Program ideas can be attempted and evaluated prior to the opening of the building.
3. Program personnel (staff & student) can gain working knowledge and experience in programming. The disadvantages of attempting to program in inadequate facilities are more than offset by the advantages.

So the main problem is to start. There are a number of alternatives:

1. Borrow a full-fledged program from another campus which appears to be similar to your own. This plan of attack has advantages in that it provides a starting point for recruiting. And union programs which crop up again and again on other campuses have proven their general effectiveness. The disadvantage is that some programs will have to be discarded as inappropriate to your campus and, more importantly, these borrowed programs may not be particularly relevant to your unique situation.
2. Gather a group of students and tell them to do their thing. This approach has the advantage of orienting the development of a program to your campus as a unique campus if you are lucky enough to recruit students who can effectively reflect the interests, attitudes, goals, etc. of students on the campus. This is certainly not automatically guaranteed and therefore you run the risk of programming for the programmers.
3. Gather all available survey information about the student body, such as - how many work? where? when? why? Put together as many questions of this type as possible and search out the information. You should end with a relatively complete profile of your constituency (it goes without saying that this should have been done prior to final planning of the union building - but if it was not done then by all means, do it now). It is important to recruit professional assistance for this surveying and interpreting since you will be stuck with the information. So make certain it's accurate and relevant. The advantage of this approach is obvious. The program planned around specific information about your campus can not fail to be relevant.

Once the information is gathered and analyzed, you can begin the recruiting and planning process. Recruit committees for the programs which can be presented during the construction period and delay recruiting for those programs which require space not currently available. Actually, there is not much in union programming that can not be sponsored in other spaces and if the campus is an established one, there will be spaces available. If not, look to the surrounding community.

The emphasis should be on programming in those general areas which can develop permanently. It may not be possible to sponsor a painting exhibition because of lack of secure space, but an exhibit of outdoor sculpture may be an excellent substitute. There may not be a facility appropriate for housing a major concert, however the informal, afternoon concert may work well - perhaps outdoors. Speaker programs can be sponsored in any classroom on campus. The list of programs to be sponsored depends upon your campus and on what programming is already being done there.

One important area not to be overlooked is that of personnel-recruiting, training and recognition. These programs should be among the first to be planned. Acquiring all the information possible about your campus will be of little avail if those students responsible for programming have no idea of the process by which programming happens. Recognition is important as an adjunct of recruiting. The entire area should be given a very high priority in terms of time, energy and money.

The construction period also provides an opportunity for setting up the program and/or union board structure. It is very difficult to recommend one type of union board structure over any other since the appropriate structure will definitely be affected by traditions on each individual campus. However, I would recommend consideration of a combined program/building policy board - at least during the construction phase. You may separate the two boards later if it seems appropriate. The advantages of including program chairman on the board during construction is that it provides a group of students as policy initiators who are deeply involved in at least one aspect of a full-fledged union operation. For instance, building use policies which need to be developed in advance of opening the building should receive a more realistic appraisal from students involved with interpreting policies affecting their actual programming efforts. Concern should also be shown for including representatives of other campus groups, such as faculty and staff. Elected student representatives should also be included on the board. This can be accomplished by securing appointed members from student government, by holding an election of representatives based on major divisions or living arrangements, or by electing at-large representatives from the student body. A further recommendation is to avoid taking the easy way out on this-simply requesting your student government officers to send along some representatives may be easiest, and on some campuses, extremely effective. However, this is not automatic and in certain instances may have an adverse effect on a developing and hard-working board.

In other words - there are no easy answers. The development of a union program will be affected by the unique qualities of the campus. Obviously this is desirable in terms of developing relevancy in the program. These unique features must be thoroughly understood so that they may be used effectively. Do not worry if no other union has a program or governing structure like yours. If its relevant to your campus situation - it is a union program.

ORGANIZING FOR INTERIOR DESIGN, FURNITURE AND EQUIPMENT

Arthur F. Garner, Director
Student Center
Long Island University

During the hectic days of blueprinting the physical aspects of the Union building, the usage philosophy of each space is determined. Each area of the building is envisioned in the minds of the union director and his committee-the traffic flow, the eye appeal, practical application, maintenance cost and lasting qualities.

A strong ally of the director is the interior designer who can take the vision from the mind of the director and transpose it into reality. There is a long but steady transformation from the vision to the finished product but this is the part that is the challenge for both parties concerned.

First, with the budget always in mind, the room finishes are explored. What goes on the floor, the walls? One must examine the long-range utilization of the area to determine the cost factor versus materials used. Once the walls and floors are established, the next step is the type of furniture to be used in all areas.

The use of the room will determine the nature of the furniture. Since there are many styles from which to choose, one must be governed by the room usage and by durability. The union director can usually determine how the room will be used and then rely on the interior designer to determine the correct choice in regard to its durability and style. The color scheme should fit into the whole scene to make the final product an attractive but useful part of the total building. In the active portion of the building, one must keep in mind how often the setting is changed for various programs. This will determine storage and the wear and tear factor which is directly related to upkeep, repair and replacement.

The old adage of "Use but don't abuse" is not in step with the current trend. By experience we realize that the Union facilities are normally not purposely abused but are used in a hard, nearly destructive manner. Furniture has come a long way from just something to look at, use and clean. Now furniture must be sturdy, easy to move and store and still retain its original glamour.

Interior planning should be done before construction in order to envision the finishes, the furniture and the equipment involved in each area. Sketches are drawn with color schemes in mind and the types and styles of furniture are decided during the early construction stages.

It is vitally important to order the furniture and equipment with delivery dates insured to allow the interior designer to complete his schedule in orderly fashion.

THE UNION DIRECTOR'S CHECKLIST

William H. Rose, Director
College-Alumni Union
Rochester Institute of Technology

General Grouping of Responsibilities

Initially—(by the time of groundbreaking)

(adm.) Read and get thorough understanding of all paperwork.

a. Blueprints (and subsequent changes)
b. Contracts

Monthly

(adm.) 1. Attend progress meeting with architect and contractors.

(adm.) 2. Review change orders with consulting firm's representative.

(p.r.) 3. Take students to construction site.

(p.r.) 4. Visit student, faculty, administrative, and community groups explaining the new facility and its benefits.

Weekly

(adm.) 1. Review copies of purchase orders for equipment and furnishings to make certain orders agree with your plans.

(adm.) 2. Visit the site.

a. Meet inspector for consulting firm and discuss progress and problems.
b. Initiate change orders relating to obvious construction problems.
(psy.) 3. Check your office liquor cabinet.

Daily
(psy.) 1. Take a walk in the woods, stroll in a quiet part of the campus (or in a cold climate, seclude yourself in a quiet area and meditate).

Chronological Checklist

Three Years Before Completion
(adm/psy) 1. Develop Union Board.
(adm.) 2. Make initial budget projections.
a. Predict income figures as well as expenses.
b. Determine what effect the new building will have on student tuition and fees.

Two Years-18 Months Before Completion
(per.) 1. Prepare job descriptions for all new personnel and submit to appropriate agency.
(adm.) 2. Develop operation budget for first year (visit fortuneteller).
(adm.) 3. Submit proposals for all support services—custodial, grounds, recreation mechanic, etc.

One Year Before Completion
(per.) 1. Hire secretary.
(per.) 2. Hire program staff.
(op.) 3. Develop room name/number system, order room number signs.
(op.) 4. Finalize interiors decisions.
(op.) 5. Plan for use and operation of building during period of beneficial occupancy. This is a particular problem, if you take beneficial occupancy during the regular school year.
a. Establish priorities for completion of rooms and areas.
b. Order temporary bulletin boards.
c. Prepare for lost and damaged supplies and furnishings due to improper security.
d. Take precautions to prevent soiling of completed areas.

Six Months Before Completion
(adm.) 1. Organize committee to plan building addition.
(op.) 2. Finalize house policies.
(per.) 3. Complete staff additions.
(adm.) 4. Double check equipment and supplies orders—don't overlook mundane things like trash cans, waste baskets, ash trays, toilet paper dispensers, mirrors, etc.
(p.r.) 5. Develop public relations brochure.
(p.r.) 6. Arrange feature articles in campus newspaper.

Three Months Before Completion
(adm.) 1. Finalize all necessary service contracts, e.g. bowling equipment, vending, laundry.
(op.) 2. Occupy director's office.
(op.) 3. Obtain all necessary keys.
(op.) 4. Occupy storage areas (lockable).
(p.r.) 5. Arrange advance public relations on dedication.

One Month Before Completion
(p.r.) 1. Finalize arrangements for dedication.
(per.) 2. Hire student employees.
(psy.) 3. Remove all varmints and uninvited guests.

"Moving Day"
(psy.) Secretary prepare thermos of daiquiries.

Key to Marginal Abbreviations

adm.	- administrative
p.r.	- public relations
psy.	- psychological
op.	- operations

THE RESOLUTION OF CONFLICTING PRESSURES IN COLLEGE UNION PLANNING

Dallas Garber, Director
College Union
Towson State College

There has been a substantial amount of literature written about college union planning by prominent professionals within the college union field. I could not, however, find one article that dealt specifically with the topic of conflicting pressures in planning. In many cases, planning pressures have been identified as problems but with a different name. Therefore, many of the issues that are presented here are not new ones, but rather old ones with a slightly different way of observing and studying them. The seemingly new problems that are presented here are a result of my lack of familiarity with the old ones or one caused by our unique operation at Towson State College.

When college union planning problems are viewed from the standpoint of conflicting pressures, compromise is inevitable. The resolutions of these pressures can only be evaluated in terms of the results. The planning committee's concern, then, becomes one of effectively influencing the various pressures in order to produce the desired outcome. Planning a college union should not be a "happening." It should be the result of intelligent compromise by those involved in an honest attempt to meet the needs of the campus community. The first area of conflict that I will cover is a general one which I call the educational role of the union versus the business enterprise.

EDUCATION VERSUS BUSINESS:

I doubt that there is anyone in the college or university community that would deny that the chief role of the college union is an educational one rather than a business enterprise. Professional staff members argue that they are educators and not businessmen. The reality of the situation is not quite as convincing. In many cases the college union is a self-supporting enterprise. The staff is, therefore, of necessity concerned with balancing the budget. Programs and facilities start taking on dollar signs. Some of the first questions asked are, how much will it cost or how much profit can we make? These questions are frequently answered by the rote statement, "but they are student services".

Anyone or any committee planning a college union building must resolve the educational versus the business conflict. What is at stake here? If the business enterprises—or better named, the service facilities—of the building are too large, then the building may make a profit at the expense of the educational program. If the service facilities do not bring in enough revenue the educational program will suffer from the lack of financial support. How is this conflict resolved? The educational programs that justify the planning of college unions must be explicitly understood by the planners. Many other writers have mentioned ways of determining these programs. Max Andrews, Boris Bell, and Frank Noffke have all written about the methods of involving the entire college or university community in planning. These educational programs must then be converted to college union personnel and the personnel, in turn, converted to payroll costs.

The service requirements of the college must be equally understood. They must be understood from the standpoint of square foot requirements and from the standpoint of the amount of possible revenues that can be generated from these enterprises. Only when these two requirements for the building are completely and fully understood by the planners can a compromise be arrived at with any clarity. When the planners understand both programs they can be clear on exactly what is being compromised. There is danger in following "rules of thumb" blindly. They should only be used as guides. A college union director is helpful in clarifying these points for the planners. The conflict of education versus business, does not suggest that there are not educational aspects to service facilities or service aspects to the educational facilities. The terms are used only to classify non-revenue versus revenue producing areas.

ROLE CONFLICTS

The next pressure that I want to mention is the various role conflicts among the following: the state, the college or university board of trustees, the college planning committee, the college or university planning office, the chairman of the planning committee, the director of the college union, and the architect. I do not suggest that there is some ideal role that should be ascribed to each of the above. I am merely pointing out that each has a very distinct role and an important one in the planning of the new addition or new union. They also, to varying degrees, conflict, overlap, and intermingle with each other. The various roles of these officials changes as the planning progresses. It should be obvious that no two planning jobs will be alike, even on the same campus. They may be similar on the same campus, but never alike. The key to the solution of these role-conflicts in planning is communication. It is important for each of the various officers to understand precisely their relationship with the others. This understanding is facilitated by clearly defining areas of responsibility in regard to the planning of the new building. It is vitally important that all officers understand and follow the developed lines of communication. Do not rely on verbal communication, but put everything in writing. This communication and understanding does not prevent conflict, but it insures an easier and more efficient resolution. The more direct and clear the lines of communication, the more precise the understanding, the easier is resolution of the conflict. The clearer these lines of communication, the more responsive the planners can be to the ever-changing demands of the program.

ARCHITECT VERSUS INTERIOR DESIGNER:

If the architect and the interior designer are different then there is going to be conflict. The amount varies but there will be conflict even if the interior designer is from the same firm as the architect. The problem is an obvious one. The architect has an overall plan for the design of the building or addition. This includes what he feels should be on the inside. The interior designer is solely concerned with the interior of the building. His suggestions, then, may conflict with the architect's suggestions. What happens when they do? How is the conflict resolved? A good understanding of the program by the architect and the interior designer, a good understanding of the budget by both parties, early involvement of the interior designer, effective communications, and advanced diplomatic skill on the part of the planners are necessary for a satisfactory resolution of these conflicts.

LONG RANGE MONEY-SAVING EQUIPMENT VERSUS HIGH OPERATIONAL COST:

Inevitably, a conflict will arise during planning between the investment in expensive labor-saving equipment and facilities and the projections of the operating budget. In many cases, it will be difficult to convince the college union planning committee, the board of trustees, the college planning and development office, and the college financial officer that more money can be saved or that it is less expensive in the long run to install labor-saving equipment. The immediacy of the various officials' concerns are different and add fuel to the conflict. An example of this type of equipment would be central vacuum cleaning systems, communications systems, convenience foods, and wall-to-wall carpeting. If the college union director is hired early, he can be quite helpful in presenting reports and the facts to all concerned with these decisions. Once again, it is important for the planners to be informed of the facts in order to understand fully and make an intelligent compromise.

CONFLICTS OF PLANNING FOR STAFF IN THE NEW UNION:

The college union director will be faced with several conflicts in planning for staff for the new facilities. The first conflict will usually occur because of the competition of other division heads within his own department. In state-supported schools, his colleagues or division heads, such as the residence hall director, the director of placement, financial aids, counseling center, and the business office are competing for the tax dollar. Because of its self-supporting budget, the college union must be, during its early years, exempt from the usual staffing standards. Once the new facility is in its final planning stages and construction has started, the additional staff must be employed at a disproportionate rate to new positions in other areas within the division of college student personnel. Responses to these conflicts can best be achieved by an educational program developed by the college union director. One of the largest responsibilities of the college union director, especially on a campus where there has not been a college union, is to develop a public relations or educational program for the entire campus. The college union director must inform the citizens of the academic community exactly what will be available and the extensiveness of the new college union program. This must start right at home, especially with the members of the student personnel division. If the director has done a good job, the division will be very supportive of the new programs and, therefore, reduce the amount of conflict with the several other offices of the college or university.

The final pressure that comes to mind is one that should be self-imposed by the director of the college union. It should be imposed first upon himself and secondly upon the entire staff of the college union. It is the pressure of professionalism. The director must always be professional in his operations and insist upon a similar performance from the staff. He must insist on education as the primary role of the union and that his staff be involved in this dynamic process so vital to the college youth of today. These professional pressures should be initiated during the planning stages of the new building and continued so long as the union is in operation on the college scene.

A Case Study
Frank Noffke, Director
College Union
California State College, Long Beach

COLE SOUTHERN UNIVERSITY

"Lake Sierra might be a fine place for a retreat cabin for the family, and the staff, and *me*!" thought Andy Askren. The steady, putt-putt of the motor launch and the wash of waves nearly drowned out his wife's running commentary as they toured the lake. "What was that you said, Dear?" Andy asked for the fourth time. They were shopping for a cabin site in the pines, now that things seemed well set, after many obstacles, in developing the new union at Cole Southern University. Andy had needed this long week-end for some time.

The beautiful scenery of the lake, mountains, big trees, and the busy power boats had all but escaped him, as had his wife's half-shouted conversational efforts. This was a natural paradise, only two hours from traffic, housing tracts, freeways, and a packed commuter university. But try as she would, Andy's wife could not overcome his pre-occupation with work, even in this time of relaxation.—The college union project was living up to its advance notice of being a real challenge to the first director of the planned, but yet-to-be-built, university union at Cole Southern University.

Cole Southern University, part of the state system of 29 institutions, has an enrollment of 25,000 students and is situated amidst the freeways. Its curricular offering is broad and general (liberal arts). A strong but small housing program accommodates only 5% of the students and the term "commuter institution" is an understatement. A small group of fraternities, sororities and residence halls provides the real nucleus of 2,000 students who are active in developing college life. The Associated Students' program is the whole organized program. It is a good one and is capably advised by the University Activities-College Union Staff as a unit of the Student Personnel Program.

Efforts to establish a college union project "started and stopped" for six years in the 15-year life of the behemoth, overnight university, prior to the arrival of the new union director.

The quality of the overall program of the university is excellent, both in personnel and in the fine results achieved in college programs and capable graduates. Its drawbacks include:

1. Too rapid growth, in attempting to accommodate the great number of students desiring entrance. The principle of turning no qualified applicant away has been adhered to, even though the place is bursting its seams.
2. Adequate financing in general, but stark financial necessities appear in the wrong spots.
3. Grossly inadequate service facilities to students in 'out-of-class' areas.
4. An attitude of "don't bother me with anything that isn't directly on my path" by most students and faculty. Five o'clock sees an exodus of day students to "each his own" retreat: home, apartment, etc., as near as one mile and as far as fifty miles. Night division is approximately one-third of the enrollment. Students work an *average* of 10 hours per week.
5. The attitude of many student leaders and student program workers is becoming more and more—"don't bother me unless you can pay me".
6. The campus has been disturbed by many non-violent meetings of student unrest, but as yet it has not been disrupted. The constant threats and efforts to cope with the threats have been severely detrimental to staff productiveness and emotional calm.
7. Popular nicknames are: "Mausoleum on the Hill", and "degree factory".
8. College unions, though well known elsewhere, were relatively rejected until recently in the state system and the concept is little known and appreciated.
9. The machinery of the huge system frequently delays and drags.

The college union project, kicked off in a planning meeting with key college officers, set up a series of brainstorming sessions of 60-100 students, faculty, and staff. They explored in a grass roots fashion the purpose, goals, problems, and solutions needed to arrive at general outlines of program, facilities, and services. Proposals for facilities and budgets became final recommendations for a student body election to authorize an annual fee, the basis for financing the project.

At the time of the students' information campaign for the union, a "man-in-the-street" student requested an audience with the director to discuss the validity of a college union and his determination to run a counter-campaign. He was questioning, in this type of institution, whether the expense was necessary and whether viable programs and services were really obtainable. The student was thoughtful, sharp, quiet, and gave a feeling of volatility and of sincere, civic motivation.

(No. 1) (What must be considered in your next steps? What are the possible next steps?)

The election was successful, with the largest number and percent (30%) of students voting in the school's history. The affirmative vote was 79.3% (required was 66 2/3% affirmative).

Architests were hired, turning out to be those who had hoped for the job and who had prepared for the president some "interesting sketches", actually a layout and design of the college union, before the director was on the job and the program written. These sketches were presented to the director suddenly one afternoon.

(No. 2) (What should you say or do in this small, but top level group of planners and college staff officers? You have been on campus three months and these sketches are now presented to you in front of the president for the first time.)

There ensued the translating of raw information from the brainstorming sessions and the statistical survey of the student body into the written program. The architect studied the program; many collaborating planning sessions were held to develop schemes, sketches, and plans to present to the College Union Planning Committee. The Committee desired to meet "only when there is a need"; student representatives were often absent in enough numbers so that faculty and administration outnumbered the students, although the constituency was 8 students, 7 faculty, 5 college officers, and 1 alumnus. Students began to complain about being outnumbered, though admitting their absence was their own fault. Askren was constantly upset over a college community approach with few students in attendance.

(No. 3) (How do you resolve this knotty, seemingly insignificant, problem and obtain attendance and/or quell the comments?)

Plans moved along to the preliminary plan stage with a good deal of enthusiasm by all for the design, facilities and services included.

Constant liaison was maintained with the state system's coordinating department regarding the sources of loan funds, particularly the status of federal funds. When they "ran out", and were being allocated in maximum amounts of $500,000., hopes for the project's continuance were slim. No ready loan source was known; a gift campaign was unheard of, and would have been in competition with efforts (if any) for academic needs.

(No. 4) (Remembering that this is a public institution - What do you do now?)

Working drawings were in the final stages, when one day at lunch, Professor Faust, a faculty activist, came over to Andy and interrupted his conversation with the chairman of the College Union Planning Committee to ask:

"Has any thought been given to housing the minority clubs and organizations in the Union?" Andy replied that some thought had been given to this but that the basic plan for services and facilities to all student groups should cover the situation and their needs equitably.

"Well", said Professor Faust, "in a conversation with the minority groups, they allowed as how Andy Askren should come to them, rather than they go to Andy Askren!"

Andy said, "I read you, Professor!! Let me get over one particular peak and I'll work on it."

Discussion of the matter at the next College Union Planning Committee meeting was held on the *general* aspects of the problem of meeting the needs of all, but particularly *new* organizations, whose needs have not been surveyed, since start of plans and the survey of clubs and organizations two years before. In the meeting, no mention was made of Professor Faust's "tip off" (?) to the College Union Director.

The College Union Planning Committee approved the already drafted general letter to all clubs and organizations which spelled out the plans for student activity planning facilities for individual groups.

The next morning the twenty-four page university student newspaper carried a front page lead article announcing that the president of the university had approved temporary private offices for each of three minority groups, a plan which the union could not possibly meet and one at variance with the basic union plan and philosophy. No consultation had been held with the college union planners in the process.

(No. 5) (What moves are appropriate? What is your next step? Do you go to the president, to the minority groups, or to Professor Faust, - others? Is the order significant?)

Planning progressed and bids were opened and the award made to the successful contractor.

Two hours after the bids were opened, the student body president said at the celebration party, "Andy, we must get together over our concern about your reporting to the dean of students instead of the College Union Governing Board". This discussion had been developing over student concern about student control and the power of the dean of students and president to order the college union director to act at variance with the decisions of the College Union Board.

(No. 6) (How do you react and to whom?)

One member of the College Union program staff (a Negro) had been reassigned one-half time to the Dean of Students office to aid in handling problems of minority groups. The result was increased workloads to all College Union Program, administrative, and planning staff, on top of an already impossible work-load. Handling confrontations, and working under the constant threat of confrontations with dissident groups, i.e. - open-forum programs, attended by 250 - 2,000 students, 2 - 5 times per week, occasional "walks on the administration building", and numerous related meetings have created inefficiency, long hours, emotional upset and concern. All staff members are tired, the flu having taken its toll as well; one member is near ambulatory pneumonia; the last planning efforts on the new college union are beginning to be thrown-together, cursory efforts. Everyone is at his rope's end. A meeting of the College Union administrative and program staff has been called for Monday morning.

(No. 7) (What do you plan to do? Are there alternate possibilities/solutions? What have been the underlying principles to your actions and reactions?)

And the final question, "How do you enjoy a long week-end, when you have one?"

THE ANATOMY OF FUNISHINGS

Richard D. Roselle
Industrial and Interior Design Consultant
Seattle, Washington

I should like to make a general statement about the quality of interior furniture and furnishings, especially those manufactured in our country today, and then look to the future. It is important for the industrial designer who designs these products, for the interior design consultant who specifies these products, and most importantly, for the client who purchases these products, that the quality of manufacturing be maintained. I am concerned with the smaller manufacturer who has found it necessary to merge with a larger corporation because of financial requirements for fear that money will dictate and quality in production will suffer. The small and medium-size manufacturer takes a great deal of personal pride in producing the finest product he can make for his customers because he is building or continuing a fine reputation for quality products. There are two types of mergers for companies: (1) the vertical merger which brings together related products, and (2) the horizontal merger which deploys its interests. I am primarily concerned with this latter merger method. What does a nut and bolt manufacturer know about the total manufacturing of carpeting? Or how does a tomato catsup bottler fit into the paint business? We have many fine companies in this country who still maintain quality in manufacturing. They recognize the fact that there is still market for quality. The Europeans in the Scandinavian countries and in Italy will not accept seconds or rejects in their production line. For example, at the Asko Furniture Plant in Lahti, Finland there is a large box at the end of the assembly line where rejects are destroyed. Only the quality items are accepted for the final product. Knowledgeable designers should serve as consultants from the concept of new contruction or refurbishing of facilities through to project completion.

I should now consider quality as it relates to floor covering, wall covering, drapery fabrics and hardware, upholstered furniture, hard furniture, lighting, accents and accessories.

Where the traffic is great and thundering herds march through a campus building such as the union, floor covering is an important quality item to be considered. The best value in carpeting is a "woven through the back" type carpet, compared with the tufted carpet which is punched through the front surface of the backing. "Weaving through the back" is a more expensive manufacturing process. Most of the carpeting mills find it difficult to control their production costs and within five years will be obliged to manufacture carpeting solely with the tufted method. Despite many new developments, such as improved sealing methods on the backside of the carpeting to hold in the tufted yarn more securely, as of this date I recommend that in most areas of the union buildings the "woven through the back" carpet be specified.

Quality in color and texture is important in the selection of carpeting. I recommend that manufacturers' standard patterns and yarns be specified to maintain both the cost factor and the quality.

Carpet manufacturers whom I feel are reliable and knowledgeable firms are: Roxbury, Bigelow, Lees, Mohawk, Firth, Oxford and Gulistan. Others I am sure qualify, but this is my list.

Other forms of floor covering used in union buildings are terrazzo, Dexotex, ceramic tile, glazed brick tiles, sheet vinyl, vinyl asbestos tiles, quarry tiles, coir matting. All these I recommend in specified places.

Vinyl wall coverings are produced by a number of qualified manufacturers, among them: L.E. Carpenter's Vicrtex, Columbus Coated Fabrics, Masland Duran Corporation, General Tire and Rubber Company's Genon and U.S. Rubber Company's Naugahyde Wall Covering. An important point to remember is that vinyl wall covering is measured in ounces and not in total thickness. The amount of vinyl applied to the backing fabric gives the durability. You may have a question about Tedlar laminated vinyl wall fabric. This is a very thin, clear film, usually 1 mil in thickness, heat bonded to vinyl sheet goods. The purpose of this over-coat is to resist stain. It does not increase the durability as far as abrasion-resistance or puncture is concerned. Vinyl wall covering is usually twice the installed price of a quality painting installation and will give three to four times the life of a painted surface. Vinyl wall covering is not the answer to all areas, so judgment must be used in the proper selection.

In areas where painted surfaces and coatings are to be selected and specified, it is important that only quality materials be used. Do not allow substitutes or materials that are considered "just as good". Some painters will mix their paints in their basement or garage to add profit to their job; this may mean a repaint job within another year or two. The cost of the paint should be no less than one-third the total cost of the job, less preparation. We would recommend the following firms among the quality paint manufacturers: Pratt and Lambert Company, National Lead Dutch Boy, Fuller Paint, Sherwin-Williams and Pittsburgh Paint. Acrylic paints are perhaps the most stable for color and durability on wall and ceiling surfaces and semi-gloss enamels for doors and trim.

In addition to regular paints there are quality coatings on the market for both exterior and interior use. These coatings are usually limited to concrete walls, which is the material frequently used for buildings on today's campuses. There are several coatings on the market. Those with which I am most familiar are tnemec (or cement spelled backwards) and White-Roc. The cost is comparable to an acrylic paint installation. A 16 mil thickness is considered a quality installation of this material.

There are some specialized areas where other forms of wall covering are used and these are usually for accents in higher cost areas. Flexwood and Moderncote 55 are wood veneers applied to a fabric back and bonded to the wall similar to a vinyl sheet. This material is available in many selections of fine woods. There are special well-designed murals and photomurals which are produced either on papers or vinyl sheeting. Here, again, quality installation is most important.

The interior design consultant must be included in the coordinating conferences with the architect and lighting engineer to insure proper lighting placement to coordinate with the furniture and furnishings of the union interiors. When considering quality in lighting fixtures for ceiling and wall installation for commercial use, consider Lightolier and Prescolite as excellent quality for commercial interiors.

The table lamp industry is one which requires expert design to insure the proper proportion between the lamp base and the shade and good lighting for reading. We have found that the lamps manufactured by Eric Pardy Lighting Company of Seattle, the Design Technic and the Lightolier Company have good design both from structure and appearance points of view. There are special lighting fixture designers and manufacturers who can create beautiful and unusual fixtures to enhance interiors. Irene McGowan of Seattle is one of these.

In considering a quality fabric for draperies in a public area such as a union, several very important requirements face an interior designer. Foremost is the flame retardancy of the fabric. The Rovanna Verel yarn used in drapery fabrics by several mills, including Maharam, Lazarus and LaFrance Industries, is inherently fire retardant and is non-allergenic. The fiberglas produced by the Corning Glass Company is also flame-resistant. These yarns are considered stable materials. You will not be troubled with shrinkage after washing the fiberglas or dry cleaning the Rovanna. The Rovanna Verel, when made into fabrics such as Maharam's Summit or Lazarus' Nevada, is room-darkening without lining or coating.

These yarns are woven into quality fabrics which are versatile in open weave, sheer, semi-sheer, coarse, or nubby textures. They can be beautifully screen-printed to add color and interest.

The installation of these draperies and the hardware on which they hang is important. It is the responsibility of the interior design consultant to specify clearly both the hardware and the draperies to insure proper lengths, proper fullness, proper pleating and correct installation of hardware. The drapery hardware is manufactured by several firms and we recommend the Kirsch Company and the Graber Hardware Company.

The selection and specification of upholstered furniture as to construction, covering and appearance is important in assuring quality for maintenance and design for the activities which take place in a college union. Commercial quality manufacturing must be maintained in both the fabrication of the units of furniture and the materials which are used to make up the component parts. For example, a commercial quality sofa with good design and good construction will fall apart at the seams if a residential type upholstery fabric is used as covering. It is important that a tight specification be followed for all materials and products for the interiors which go into a union. We consider the following manufacturers among the best in the upholstered furniture business. There are many beyond this list who are also well qualified. The Metropolitan Furniture Corporation, Dunbar Furniture Company, Fritzhansen Furniture of Denmark, Knoll Furniture International, Westin-Nielsen Corporation, Brandrud Manufacturing Company and the Stowe-Davis Company.

The selection of the wood or metal parts which go to make up the frame of the upholstered furniture should all coordinate with the other interior furnishings in a given room. The upholstery fabric and the method of fabrication to insure the best in wear, in design and in comfort is important. Natural materials such as genuine leather and good quality wool woven fabrics are still the finest for durability and appearance. A good quality nylon with proper treatment for soil resistance and vinyl fabric upholstery of 32 oz. minimum serve well for commercial upholstered items for such areas as a union. I enjoy seeing jacquard woven fabrics used in lounge areas to add interest in contrast to the plain woven fabrics and vinyls or leathers. The interior cushioning must be comfortable and have stability in hard wear areas. Foam rubber still serves best; however, good quality synthetic foam in certain densities or combination of densities, when properly specified and fabricated, will serve well under heavy use.

An interior design consultant, in selecting and specifying furniture for a union project, should search manufacturers both here and abroad to find the particular pieces that will fit into the interior he is creating, rather than design special items of upholstered furniture. Furthermore, he should not change the proportions or any of the component parts of the upholstered furniture designed by the manufacturer's designers. The one exception to special design in my opinion is the banquette unit required for food service areas. Since these are usually built-in units, they do require custom design. These units should be designed in modular parts rather than as long benches. When damaged a 24"x 24" unit can be removed, repaired and replaced without disrupting the food service operation.

Case goods or hard furniture are the movable units other than upholstered furniture. Among the many quality manufacturers are: The Fritzhansen Furniture Company of Denmark, the Dunbar Company, the Lunstead Design of Seattle, Metropolitan Furniture, Knoll Furniture International, Herman Miller Company and the Asko Furniture Company in Finland. Some interesting new designs are coming out of Great Britain.

Wood, plastic laminate, etched metal surfaces, marble tops may be selected and specified to maintain quality. The construction and operation of the doors or drawers and other working parts is an important consideration. The hand or the feel of any piece of furniture or material which goes into an interior denotes the quality. The satin-smooth finish of a fine wood veneer or the sturdy feel of a metal frame and the touch of marble all signify quality. Sturdiness in appearance can be achieved with light-weight design and does not require the oversize scale being stressed in many lines of hard furniture today. The 2 x 4 frame for a chest of drawers need not be that heavy in scale to signify quality and ruggedness, especially when it affects the overall appearance of an interior.

Too many college buildings, in my opinion, lack the warmth and interest which should prevail in a building such as a college union. This is a change-of-pace area and much can be done through the use of graphics, framed prints and paintings, pieces of sculpture, carved wood panels, pierced screens, fabric hangings to divide areas, colorful Rhya rugs for wall hangings and many other interesting accent items which can add character, dignity and quality to an interior.

Have your Interior Design Consultant establish your furniture and furnishings and architectural interior budgets early in your program. He should have a contingency to provide for increased prices of furniture from plan to bid time. If you find it imperative to reduce your furniture budget - reduce quantity but maintain quality. You never need to apologize for quality.

PART SIX: BUSINESS OF THE ASSOCIATION

THE ROLE OF THE COLLEGE UNION

A Statement of Purpose, Adopted at the Annual Conference,
April, 1956

1. The union is the community center of the college, for all the members of the college family—students, faculty, administration, alumni and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the "living room" or "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

3. The union is part of the educational program of the college.

As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

Through its various boards, committees, and staff, it provides a cultural, social, and recreational program aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

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1938	G. Ray Higgins, *University of Minnesota*
1939	J. E. Patrick, *Indiana University*
1940	Harold E. Pride, *Iowa State College*
1941	Robert Parke, *University of Buffalo*
1942	Walter H. Heideman, Jr., *Wesleyan University*
1943-46	Foster M. Coffin, *Cornell University*
1946-47	D. R. Matthews, *University of Florida*
1947-48	Douglas O. Woodruff, *University of Utah*
1948-49	Vernon L. Kretschmer, *University of Illinois*
1949-50	Donovan D. Lancaster, *Bowdoin College*
1950-51	Duane E. Lake, *University of Nebraska*
1951-52	Franklin C. Kuenzel, *University of Michigan*
1952-53	Charles D. Owens, *University of Washington*
1953-54	Louis D. Day, Jr., *University of Pennsylvania*
1954-55	William E. Rion, *University of Florida*
1955-56	Frederick Stecker, *Ohio State University*
1956-57	Earl E. Harper, *State University of Iowa*
1957-58	George L. Donovan, *Pennsylvania State University*
1958-59	J. Wayne Stark, *A & M College of Texas*
1959-60	Chester A. Berry, *Stanford University*
1960-61	Gerald O. T. Erdahl, *North Carolina State College*
1961-62	Floyd I. Brewer, *University of Cincinnati*
1962-63	Abe L. Hesser, *Oklahoma State University*
1963-64	Max H. Andrews, *New York University*
1964-65	A. L. Ellingson, *University of Oregon*
1965-66	William D. Scott, *University of Houston*
1966-67	George F. Stevens, *Oregon State University*
1967-68	Richard Blackburn, *Kansas State University*
1968-69	Edwin O. Siggelkow, *University of Minnesota at Minneapolis*

CONFERENCES OF THE ASSOCIATION

1914	*Ohio State University*, Ohio Union
1915	*Ohio State University*, Ohio Union
1916	*Case School of Applied Science*, Case Union
1917	*Indiana University* (cancelled because of war)
1920	*University of Michigan*, Michigan Union
1922	(March) *Harvard University*, Harvard Union
1922	(December) *University of Toronto*, Hart House
1923	*University of Minnesota*, Minnesota Union
1924	*University of Pennsylvania*, Houston Hall
1925	*Purdue University*, Purdue Union
1926	*Cornell University*, Willard Straight Hall
1927	*University of Iowa*, Iowa Memorial Union
1928	*Vanderbilt University*, Vanderbilt Union
1929	*University of Wisconsin*, Wisconsin Union
1930	*Brown University*, Faunce House
1931	*University of Michigan*, Michigan Union
1932	*University of Rochester*, Todd Union
1933	*Ohio State University*, Ohio Union
1934	*Indiana University*, Indiana Union
1935	*University of North Carolina*, Graham Memorial Union
1936	*University of Texas*, Texas Union
1937	*Purdue University*, Purdue Memorial Union
1938	*University of Minnesota*, Minnesota Union
1939	*University of Florida*, The Florida Union
1940	*University of Pennsylvania*, Houston Hall
1941	*University of Nebraska*, The Student Union
1946	*University of Minnesota*, Coffman Memorial Union
1947	*University of Illinois*, The Illini Union
1948	*Hotel Roanoke*, Roanoke, Virginia
1949	*Broadmoor Hotel*, Colorado Springs, Colorado
1950	*New Ocean House*, Swampscott, Massachusetts
1951	*Michigan State College*, Union Building
1952	*Oklahoma A & M College*, The Student Union
1953	*University of California*, Stephens Union and Claremont Hotel, Berkeley, California
1954	*Edgewater Beach Hotel*, Chicago, Illinois
1955	*The Greenbrier*, White Sulphur Springs, West Virginia
1956	*Purdue University*, Purdue Memorial Union
1957	*Hotel Utah*, Salt Lake City, Utah
1958	*Michigan State University*, Kellogg Center
1959	*Deauville Hotel*, Miami Beach, Florida
1960	*Indiana University*, Indiana Memorial Union
1961	*The Broadmoor*, Colorado Springs, Colorado
1962	*Purdue University*, Purdue Memorial Union
1963	*The Greenbrier*, White Sulphur Springs, West Virginia
1964	*Indiana University*, Indiana Memorial Union
1965	*Sheraton-Palace Hotel*, San Francisco, California
1966	*Hotel Roosevelt*, New Orleans, Louisiana
1967	*Benjamin Franklin Hotel*, Philadelphia, Pennsylvania
1968	*Sheraton-Chicago Hotel*, Chicago, Illinois
1969	*Denver Hilton Hotel*, Denver, Colorado
1970	*Shamrock Hilton Hotel*, Houston, Texas
1971	*The Greenbrier*, White Sulphur Springs, West Virginia
1972	*The Chase-Park-Plaza*, St. Louis, Missouri
1973	San Francisco, California

REPORT OF THE OFFICERS
President's Report
THE COLLEGE UNION IN THE CHANGING SCENE OF HIGHER EDUCATION

Edwin O. Siggelkow
Director, Coffman Memorial Union
University of Minnesota

Does anyone doubt that the scene is indeed changing? I'm sure that many college students do, but I doubt that many of us, who have been associated with college campuses for the past ten years or more, would challenge the fact of change. Certainly, if we were among the commentators remarking on the silence and causelessness of the student generation of the 50's, and if we were among those who sought to confront students with the need to make value-decisions and to become committed, we can well feel that we have reaped the whirlwind.

Some Manifestations of Change

Let's catalog some of the changes. Most of our campuses have grown larger under the press of students seeking educational opportunity. Some have grown so large as to earn new descriptive titles, "multiversity" and "megaversity," And now we have own own conference theme advancing still another concept "communiversity." With enrollment growth has come building growth, decentralization, multiple campuses under single boards of trustees and an explosion of community and junior colleges. Bureaucracy has grown, to try to provide the cement binding the burgeoning institutions together; and new vice presidencies have developed (for student affairs, development, planning, auxiliary services) to cope with the gangling administrative structures. We, like many others in long established positions, find ourselves further from the historic power center, the president.

Among students the president is increasingly perceived as the man whose attention is wanted and needed. The expansion in vice presidents and the resulting reduction in administrative positions directly responsible to the president, intended to allow him a more manageable span of supervision, is upset as students sit in his office, issue demands to his personal attention and require his personal, direct response. Thus, while many students press for more democratization of the University, there are these concurrent demands for immediate decisions by the president—which are only possible, paradoxically, if he assumes a dictatorial role.

Federal moneys have been available since the end of World War II to meet the pressing needs for classrooms, residence halls, libraries and college union buildings. Many college unions owe their building's existence to the availability of these Federal loan funds and an administratively determined need to provide a new physical structure to serve the community needs of its increasing family of students, faculty and staff. However, with this new source of financial support, and the rapid growth of union buildings by administrative decision, rather than by long subscription campaigns by students, faculty and alumni, too many college unions lack a viable union organization where the essential control of policies is in the hands of a governing board composed of students, faculty, staff and alumni.

Evidence of change in the psychological climate of our colleges and universities is the subject of newspaper headlines and television and cameras. First it was Berkeley and a rash of incidents across the country; then Columbia on the other coast and a new rash of incidents. The smallest colleges are not immune and the lie is put to the assertion that the unrest of students is only a function of bigness and impersonalism in large, urban universities.

And the newest focus of unrest is upon our oldest social problem, true equality of opportunity. Black students are not asking for a hearing, they are demanding attention to a list of identified needs. To the distress of many of us, they do not seek equal opportunity in our terms of integration but they seek separate treatment and separate facilities. Many are organized as Black Student Unions and among their demands are Black Student Centers as separate building structures. Where we have sought *inclusive* unions, some militant separatists now strike for *exclusive* unions.

Too often change comes only in reaction to strong or violent protest and too few institutions are engaged in the enormously difficult but rewarding efforts at self-study and the formulation of new bases and processes for change. The units most indifferent to change are the academic departments, the most basic of university power centers.

The area, then, in which students perceive the least evidence of change is in the academic curriculum. Most colleges are structured to perform their teaching function in about the same manner as in the earliest institutions for transmitting knowledge—by lecture. We continue to be organized around the expert's spoken presentation in spite of the fact that this expertise exists in books which can be read at far faster speeds than oral delivery.

But the content of those lectures is much changed. Although many critics imply that the form and content of higher education has been unchanging; in fact, many courses and departments are of quite recent origin. One of the problems of American higher education is that everything is by accretion, with altogether too little effort to judge the relevance of retaining courses at the point of adding new ones. Many colleges are unable to offer sufficient sections of required general education courses, because of the specialized, "advanced" courses they have added to keep up with the Jones' or to satisfy the unique qualifications, if not variety, of their senior professors; or to satisfy student demands of another generation. Too many lack the teachers, if not the classrooms, to cover all fronts adequately.

A great deal of higher education has to do with housekeeping and bookkeeping and too little to do with education. Consider the rules and policies many of us have—especially those of us in public institutions—with reference to grading, probation and graduation. Most standards are directed toward keeping a flow of students in and out to insure opportunity of students yet to come. But with this social goal we also tend to suggest that a student with an *F*, a *D* or even a *C* has not learned much if anything of value in a course.

Probationary standards are predicated on the magical scheme of fifteen credits successfully completed each term, with graduation in four years. From what evidence did we arrive at this standard? It flaunts what we know about individual differences and the differing speeds and styles of learning. Frequently a student will not be allowed to continue in a college if he is not recovering deficient grade points at a clip which will permit his graduation in four years, even though he is currently achieving at minimal or slightly better grade standards. How many colleges or universities will permit a student to continue in classes until he has amassed the number of quality credits needed for graduation, without counting in the other attempted credits in courses which he failed? Is a student with 225 credits (garnered, say, over five years, with 45 of them failing grades) less well educated or less deserving of a degree with 180 quality credits than the student who proceeded at a constant "C" level through four years?

How many colleges provide for proficiency examinations and actually encourage bright academically gifted students to study on their own, in order to pass examinations for courses without enrolling in the class? How many could be passed through magic credit requirements more quickly and in this way provide the needed classroom spaces for others who need the guidance or reinforcement of teachers to master the same materials?

These comments suggest there is a long way to go in the reformation of our curricula and the bases for judging academic progress. Still, many reforms are being discussed and tried and change is taking place. Pass-No-Credit courses have swept across the country. Some colleges will now credit a student with his second grade on retaking a course he failed without averaging the two. And finally, this conumdrum: while student demands for academic reform and relevance are worldwide, in the United States the reformers ask for more relevant education as something divorced from vocationally-oriented course work; in Europe, student reformers seek more vocational relevance in their university offerings.

Social Revolution and Universities

Max Lerner, in a paper prepared for the 1965 meeting of the American Council on Education, suggested that American civilization is deeply revolutionary in the sense of a *drastic, highly accelerated pace of change.* This, "despite the curious recoil of many Americans from the fact, and their fear of the term and idea of revolution."

"A university is the convergence point of the major revolutionary forces of our time," he says. In my mind this conjures up a wedge-shaped figure. The university is thus at or near the cutting edge of change. Following this metaphor further, I would suggest that the cutting edge is not in fact the university institution but the individual members and their voluntary associations within the institution. The university as an institution lies rather further back in the wedge. Hopefully, the campus union represents an outpost more identified with the innovative extra curriculum than with the more static departments, colleges and schools which are the more institutionalized elements of the university.

Students as the Historic Shapers of Education

In another paper, prepared for this same American Council on Education meeting, Frederick Rudolph, Professor of History at Williams College, contends that "The most creative and imaginative force in the shaping of the American college and university has been the students . . . The most sensitive barometer of what is going on at a college is the extra curriculum. It is the instrument of change, the instrument with which generations of students, who possess the college for but a few years, register their values, often fleetingly, yet perhaps indelibly . . . For a few years the college is their oyster, and they will have it served up exactly as they wish it, *unless there are those who will help them to some other, perhaps even wiser, choice.*"

The College Union

And so we come to considering the college union in the contemporary, changing scene of higher education. I like to think that college unions, in their idealized state, represent a model for many needed reforms within their larger institutions, college or university.

Many college unions have meaningfully involved students, faculty, administration and alumni in their governance for years. The Wisconsin Union has existed as a division of social education and its professional staff have enjoyed faculty status for upwards of forty years, but its governance has been in the hands of boards composed of students with faculty, administration and alumni as well. The Minnesota Union was chartered by the Regents nearly thirty years ago to have governance over the department of student unions, again through a board of students, faculty, administration and alumni. Is this not precisely what students are seeking in other areas of university government? If student participation has not wrecked the sizeable operations known as college unions, and if their planning and conduct of programs has indeed extended the educational offerings of the institution, why should full student membership in faculty committees, councils and senates, and boards of trustees be feared? Is not joint enterprise, partnership, shared responsibility what we need in our complex, interdependent world?

Our role statement, adopted by the Association in 1956, still speaks to the concerns I hear young people talking about. True, some of our language is not as fresh as we might like today (for "livingroom," read "family room," for "hearthstone," read "where-it's-at," for "laboratory," read "project lab," for "loyalty," read "trust") but the essentials are all there. We're the personification of the institution's caring relationship more than any other single unit; caring, that is, about the whole student and attending to his human needs beyond books and lectures and cookbook laboratories, but not in a paternalistic manner. I wish we had had the prescience to include the word "relevant" in our role statement, but I believe that most of us have found it essential to survival to be relevant. I suspect our union buildings have provided the space and services needed for many student-initiated forages in search for relevance—even when our boards and committees were not the event sponsors.

Union buildings were probably the site of most early teach-ins, in part because the hours of operation to which we are normally committed didn't cause us to blanch at requests for all-night marathons!

And "love," what an inspiration it would have been to have included that word in our role statement back in 1956!

In spite of the rejection of institutional paternalism, caught up under the Latin phrase *in loco parentis*, I do not believe students wish for their colleges and universities to become cold, indifferent, and even more impersonal. Colleges and universities are in retreat from earlier positions of "standing in the place of parents" more because of their sheer inability to fulfill the charge than by the weight of students' reasoned persuasion. "Neglect of students," says the history professor I quoted earlier, "as alive human beings is a venerable academic tradition that deserves inspection and repudiation . . . The absence of any rationale for student academic freedom in the old colleges rested in part on a carefully reasoned and consciously nurtured paternalism that was intended to help pave the way to freedom. The absence of any effective guidance and concern in the contemporary university rests on no rationale at all, but the consequence is to deliver over to students, in the form of neglect—even in the classoom—the kind of freedom that breeds license. There emerges from this reversal of emphasis the impression that perhaps like all the generations before them, today's students would actually prefer a happy blend of freedom and of guided concern."

The Role of Professional Staff

As students secure more freedom from institutional surveillance and more responsibility for the conduct and management of their personal and organizational lives, they will seek advice and counsel. In their process of discovering who they are they will find they have identity only in relationship to other persons, organizations and places.

Through time college unions have added professional staff persons to advise and consult with their committees and boards in the development of programs and the operation of facilities and the expansion of both. In most unions I have visited, the character of relationships between students and staff has been friendly and productive. Students realize that staff persons have experience and competence which will help to insure success in their efforts to serve others; staff persons recognize that students have great innovative potential as well as the ear most-tuned to the current student generation. Students are the most reliable judges of student needs and the means of fulfilling them.

It is probably true, however, that the students commonly attracted to union committees and leadership are of the "straight" variety. I do not denigrate this but it can mean significant elements within the student body are unrepresented. Staff have a role in helping union student leadership be sensitive and responsive to the spectrum of students. Yes, and to the other members of the union family too, faculty, alumni and administration—we're still dedicated to being more than the students' union only.

Our boards will need all the help we can provide in coping with strident demands to change house rules which some find unnecessarily restrictive to their freedom. Our boards will be caught between the demands for the maintenance of traditional standards from the older generation and demands for total personal freedom from some of their peers in the younger generation. (Or will they be caught between us, as representatives of the older generation, and their fellow students?)

We will all be hard-pressed to cope with radicalized students, especially our new hyphenated members, the Afro-American, black students. It may well be, as James Farmer has said, that there will have to be a pause while black Americans, especially the young, or students, discover their cultural roots and identities, in a manner similar to the waves of immigrants who existed for a time as Irish-Americans, Italian-Americans, Norwegian-Americans. It may be instructive to re-read about the rocky course of U.S. history through those immigration periods. Yes, and a re-reading of labor's early strife may be instructive too.

But not all black Americans are of one mind. Not all require the hyphenated pause nor will all require it in the same time duration. We must not abandon the ground to the militants alone. Alternatives must exist. After all, the goal is individual freedom, personal choice. We must help our student leadership to sincerely seek black students as active, participating members in our committees and boards. Such black students as we do recruit may come under tremendous pressure, put down by the unreasoning, stereotyped epithet "Uncle Tom." Under this pressure they may find it necessary to drop out for a time or to resign. We must understand the forces at play, being supportive to those who choose to link arms in our search for a common union, but quick also to permit their escape when they require this reduction in stress.

We must help our students to deal with rebuffs without redneck reaction, or simple retreat. And we must seek such alliances as we can with those who wish to remain separate. We can help them to do "their thing" by themselves, if they must; sometimes by our own professional advice and expertise proffered when needed and without gratuity. A multi-racial staff can be a significant factor in enlarging our abilities to relate to diverse students. It will make more evident that the union is and intends to be inclusive.

In our concern with the black militants we must not forget other minorities: Mexican-Americans, Oriental-Americans, American-Indians and the disadvantaged white student. They ought not to have to learn that gross disruption or violence is the only way to gain recognition and opportunity from white society. Yes, and our traditional concern for the inclusion of our international students should not be lost in these necessary scramblings to rectify failures to begin earlier to assure one society.

Our strength as college union staff persons and as organizations must be founded on the flexibility of skyscrapers, not on rigid, unbending, easily shattered structures.

It may indeed be a matter of wits, as in Edward Markham's poem:

> He drew a circle that shut me out—
> Heretic, rebel, a thing to flout.
> But love and I had the wit to win:
> We drew a circle that took him in!

ACU-I 1968-69

In conclusion, let me say a few words about your Association's year. In earlier years your Presidents' remarks were addressed to reporting a year of stewardship. I suspect that might have been more appropriate for me tonight. But the challenges before us are too grave and I had to try to articulate concerns we all have and to illuminate something about what is going on about us.

The Association year has been a good one for me personally. It has been stimulating and rewarding. I do now publicly thank you for the privilege of serving as your President.

My fellow officers have served with distinction. Your conference program will yield direct evidence of the work of Earl Finder and his committee.

The first full year of our Executive Secretary, Chet Berry, has been remarkably good, although he will tell you that it was not easy to embrace in one clutch the many-splendored character of a central office developed over 26 years by Ed Whiting, as a part time Secretary-Treasurer. The *Union Wire* has been one addition that many of us now look forward to.

Our committees are alive and well and will become stronger with the addition of a new Vice President for Committee Affairs to afford the chairmen more continuity than we President-Elects have managed in our yearly turnover. We expect the newly approved position to provide the same high level of direction and coordination provided by Boris Bell to the Regions in his three years as Vice President for Regional Affairs.

A little more than a year ago the Joint Statement on Student Rights and Freedoms was released. In the belief that this will likely prove to be a landmark document, setting a theme and tone for relations between colleges and universities and their students, an ad hoc committee under the chairmanship of Hans Hopf was formed to make recommendations concerning it. We will hear from them before this conference concludes.

At the conclusion of last year's Chicago conference, which followed on the heels of the tragic killing of Rev. Martin Luther King, Jr., and which was profoundly affected by it, Max Andrews and Si Ellingson, both Past Presidents, volunteered to undertake work to insure that the Association would explore all ways in which it could assist our black members and contribute to the solution of racial problems. Max went to work renewing earlier requests for foundation grants to benefit college unions and student activities in predominantly Negro colleges and universities. Si accepted the chairmanship of the Task Force on Human Resources. The Task Force members have been in correspondence with each other and have met in preconference sessions. They will meet again tomorrow during the time of the standing committee sessions. All are open meetings. You're urged to attend any one of them.

Through the Minnesota summer course, the Texas seminar, the Iowa workshop and a staff development program developed by Region 2, 150 college union staff members had an opportunity to acquire new knowledge, develop new skills and enlarge the vision of their vocation. That's a real plus for professional development which stands to be equalled or exceeded by the four programs being offered this coming summer.

We continue to work for the vital engagement of students in our Association. To the best of my knowledge we are the oldest and only association in higher education founded on the joint partnership of students, staff and faculty which persists to this day—55 years. 3,139 students attended our 15 regional conferences last fall as did 753 staff. We persist too in trying to effect the participation of representative union student leadership at the international level. George Stevens accepted appointment as Project Director to develop plans for a meeting of officers, Regional Representatives and two student officers from each region. We hope to have finalized plans soon.

I have been privileged to enjoy the first year with the full-time services of an Executive Secretary *and* to preside with a woman member on the Executive Committee. Shirley Bird Perry has broken ground which we will not want to become compacted again.

These highlights signify to me a continuation of the Association's forward thrust, in keeping with the changing scene of higher education.

REPORT OF THE VICE PRESIDENT FOR REGIONAL AFFAIRS

Boris C. Bell, Union Director
George Washington University

The overall regional effort with the Association of College Unions-International—now eighteen years old—continues to gain strength with each succeeding year. The viability of this effort is most clearly evidenced in the increasing participation of student and staff members in the affairs of the regions and the improving communications within the local memberships and with the leadership of the Association. This report, coming at the conclusion of the three-year term of the Vice President for Regional Affairs, will attempt to trace the more significant developments of the Association's regional structure during the latest chapter of its existence.

One of the best indicators of regional effectiveness has been the steady growth in attendance figures recorded at the annual fall conferences. The record breaking total of 3,139 students and 753 staff members attending the 1968 conferences—an average of 209 students and 50 staff members per region—takes on added meaning when it is related to the tallies of five previous years:

	1963	*1964*	*1965*	*1966*	*1967*	*1968*
student delegates	1747	2152	2383	2680	2944	3139
staff delegates	523	599	579	654	693	753
schools represented	371	378	384	423	476	514

Just as noteworthy as the growth in student attendance has been their increasing level of participation in the planning and execution of the fall conference programs. Major student involvement in steering committee efforts is now commonplace. Another direction of this involvement is the heavy interest shown by students in career sessions conducted at the conferences, indicating that exposure to union management and programs is influencing students toward careers in union and student activities work. In still another direction, student involvement in the broader affairs of the Association has become a matter of increasing interest in recent years, on the part of both students and the leadership of the Association. Study efforts are currently taking place concerning the feasibility of linking student participation to the activities of the international level.

In a far-flung organization, as is the Association, it is reasonable to expect varying levels of performance from its many parts. Such is the case with the fifteen regions of the Association, as local conditions and pressures from time to time affect the continuity of effort by the Regional Representatives. Despite the unsteadying influence of these pressures, there have been signs of improving communications within and among the regions in the past three years. One of the more effective means currently employed by the Regional Representatives is the regional newsletter memorandum. While these efforts have been largely confined to fall conference organization and have reflected only limited participation by students, their quality has been generally good. Conference program brochures and summaries and regional roster pamphlets have also contributed to improved communications, internally as well as extra regional. Increasing regional contributions to the ACU-I Bulletin offer another example of stronger efforts to convey the regional story on the international level. The sustained effort of the Vice President for Regional Affairs to keep the Regional Representatives aware of happenings of the Executive Committee and committees and to broadly interpret the overall regional effort through his regional memorandum—an average of ten memos per year during the past three years was sent out—sought to raise the individual communications of the fifteen regions. There still remains a widely varying communications output from region to region, however, and much attention will be required in the months ahead to attain uniformly acceptable levels of performance.

One of the more significant developments in the past three years has been the move to restructure regional staffs. Designed to tie the regional effort more closely to the activities of key Association committees and, at the same time permit a more equitable distribution of labor within the regions, a plan was approved in 1967 to create six new positions per region. These new positions, given coordinator status and answerable to the Regional Representatives, were linked to the Association's Committee on the Arts, Committee on Relations with Artists Representatives, Junior College Committee, Professional Development Committee, Publicity and Public Relations Committee and Recreation Committee. Job description statements were developed in 1968 for the six basic coordinator positions to establish a frame of reference for the workload involved. Because of the massiveness of the new liaison effort—ninety new opportunities for staff participation are involved—there have been only modest indications of productivity in the early, developmental period of the program. The favorable results of the well-established regional liaison with the Recreation Committee offer a good example of the potential of the new system of coordination. Strong direction from the Regional Representatives, in terms of effective delegation of responsibility and reasonable cooperation from the committees should greatly enhance opportunities for expanded regional activities in the days ahead.

Another example of reaching beyond the borders of the individual regions to serve the Association has been the improving level of cooperation between the Regional Representatives and the Executive Committee. Recent years have seen the former play an important role in gaining the support of the local membership for projects and procedural changes initiated by the Executive Committee. Opportunities afforded the Regional Representatives to contribute to the development of the program of the international conference and key involvement in the proposed strengthening of the student role in the affairs of the Association are indicative of the coordination involved. The established pattern of meaningful exchanges with the Executive Committee at the annual pre-international conference meetings has greatly facilitated the current level of interaction and promises even greater benefits in the future.

Several aspects of the broad regional structure continue to draw the concern of the Regional Representatives. Six years have now transpired since the last realignment of the Association's regions resulted in the present fifteen partitions. While no major dissatisfaction is currently apparent, localized concerns continue to be expressed. A minor border change affecting Regions 2 and 7 was made two years ago and inquiries have been periodically raised about the possibility of schools attending and participating in activities of another region. Current concern exists among a number of schools in western Tennessee and Kentucky (Region 9) who appear to be interested in affiliation with Region 5. The large size of several of the western regions has posed problems of travel and finances for member schools. Additionally, an evaluation of the present alignment needs to consider the usefulness of the regions to member schools in Europe, the mid-east and far east. It would appear that current regional activity has not significantly touched the latter institutions.

Financing of regional activities continues to be a matter of primary interest. While some regions attempt to build regional treasuries through earnings from regional conferences, the principal source of income seems now to be an assessment made upon delegates to these conferences, over and above the cost of the conference itself. The modest charges, usually in the $2-$3-$4 category, have given most regions an ability to cover travel of the Regional Representative and some of the planning meetings of regional groups, but little money is available to deal with new projects and activities of the regions. The latter condition appears to be an important deterrent to the initiation of new ventures on the regional level. A recent development in Region 14 calling for a direct assessment of regional dues to member schools—a practice long discouraged by the Association—will likely bring the whole issue of regional financing into sharper focus.

A third area of concern involves the selection of Regional Representatives. The past two years have witnessed a growing dissatisfaction with the long-standing procedure wherein recommendations of the outgoing Regional Representative and the Vice President for Regional Affairs have been directed to the Executive Committee for action. New procedures permitting a more active participation by the regional membership are expected to be given consideration soon, following the pattern recently set up for the election of national officers.

Likely to improve the quality of the Regional Representatives' effort in the months ahead is an updating of the valuable guide, the Regional Representatives Handbook. Probably the best resource manual currently available to Association officers, the latest revision, authored by Paul Hannahs of the University of Toledo and set for adoption at the Denver conference, includes the numerous constitutional changes of the Association in the past several years, ties in the recently developed regional staff structure, and further refines the many procedures and operational patterns related to the regional program.

The Vice President deems it a privilege to have worked with the leadership of the Association these past three years. Having also served in a preceding term as a Regional Representative, he has had a full opportunity to understand the inner workings of the regional effort and to participate in its service to the Association. The further opportunity, through the regional role, to work with the Executive Committee has confirmed his long-standing conviction that the regional organization represents one of the real strengths of the Association. It is with confidence that he looks forward to the continuing growth of the regions and the Association and it is with deep appreciation that he acknowledges the cooperation of the many colleagues who have shared the workload involved.

REPORT OF THE EXECUTIVE SECRETARY

C. A. Berry

The newly established executive secretary's position was filled on a half time basis by C. A. Berry on April first, 1968. The account books remained with secretary-treasurer E. A. Whiting until June first. The administrative assistant's post was filled full time from April first on by Miss Jean Hyde. Mr. Berry assumed full time duties on June first. The new offices were occupied April 15.

The early months of the operation, located at 701 Welch Road on the Stanford University campus, were devoted to moving into and establishing the new office. The Employment Service was transferred from the old office at Cornell University to the new office via of the annual conference in Chicago in April. The Executive Committee's June meeting was held in the new office.

Additional furniture and equipment received after the listing in last year's report on the central office include a 3M 209 copying machine, an Addo-X adding machine, steel shelving, a Postalia postage meter, a Foldamatic folding machine, a secretarial chair, a letter opener and twelve collegiate seal chairs. A seventh Oxford Pendaflex lateral file case is on order.

The chief function of the central office is communication and much of the effort of the first year was devoted to this. Six issues of the new newsletter, *The Union Wire*, were sent to all institutional and individual members. The Executive Secretary devoted much of his time to professional meetings, regional conferences (five) and Association sessions. A summary of this schedule follows:

March 18-22
    American Council on Education meeting in Washington

March 28 - April 11
    Indoctrination at the Cornell office and attendance at the Executive Committee meeting and the annual conference in Chicago

May 12-16
    Council of Student Personnel Association's meeting for executive secretaries in Washington

July 8-11
    ACU-I Program Committee meeting in Denver

October 6-11
    Successive meetings of Council of Student Personnel Association and American Council on Education in Washington.

October 13-16
    ACU-I Region Five conference in North Carolina

October 22-26
    ACU-I Region Six conference in Florida

October 27, 28
    Represented ACU-I at Oregon State University Centennial in Oregon

October 31, November 1
    ACU-I Region Fourteen conference in Oregon

November 7-9
    ACU-I Region Fifteen conference in Davis, California

November 10-13
    Executive Committee meeting in Colorado

December 6, 7
    ACU-I Region Eleven conference in Nebraska

December 8-10
    West Coast Union Directors in Los Angeles

December 13-15
    Meeting with Concert Managers and National Entertainment Conference

The Executive Secretary delivered the keynote address at four of the regional meetings; attended - brought greetings to the fifth. The foregoing schedule suggests efforts at communicating but it also shows that of 76 successive calendar days during the fall he was out of town for 32, or 42% of the time. This suggests that, with half of a two-person staff away from the office, the office burden was such that some work wasn't getting done and this was the case. The decision to edit all of the papers delivered at the 1968 conference for that year's *Proceedings* represented another communication effort, one which absorbed an inordinate amount of time.

A brochure describing the Association, its services, publications and privileges was printed and distributed to acquaint members with their Association and to assist in recruiting new members. A revised version is now at the printers. A trial publications display was handcrafted for the 1969 conference in an effort to discover whether such a display, if professionally executed, might be useful for regional conferences. A separate publications list was also printed. All of the Associations major publications were incorporated into the American Association for Higher Education's book show which travels to six conferences of higher education associations. These publications will be listed in the AAHE bibliography. Copies of the latter will be made available to the central office for resale to ACU-I members.

The daily mail is another indication of communications. An average of 35 pieces is received daily, with this amount climbing over 150 several mornings in February and March. Some of the letters received require considerable research. An increase in postage used of 65% also suggests the increase in communication.

The routine business of the office was maintained with varying degrees of efficiency. The black and white photographic exhibits, the color slides and the Hallmark Exhibit of antique greeting cards were kept in circulation. Two monographs, *Food Service in the Union* by Douglas Osterheld and *Planning for a College Union* were reprinted. All new publications were microfilmed and distributed to the eleven regional libraries. Publication purchases were filled promptly once the staff became familiar with the processes involved.

Perhaps the two greatest continuing problems were presented by the mailing list and the Employment Service. The Association's addressing plates were enough out of date that they were not forwarded to the new office. The magnetic tape typewriter was used for addressing purposes but inexperience with the equipment, the surprising lack of "software" designed to exploit its potential, the problems of organizing and updating the address lists and the ever-present pressure of time delayed the final organization of the list. Hopefully, an up to date list is now being recorded.

The Employment Service attempts to match job openings and qualified candidates. To the staff members of the office unfamiliar with the files such a matching demanded a search of all candidates files to permit the selection of some candidates papers. This task was extremely time-consuming. Eventually the introduction of duplicated, cross-filed papers and a system of scanning the initial sheet of the applicants' forms reduced the time load. This refinement was made with an eye to expediting the functioning of the Employment Service at the annual conference. The 1969 conference will decide the success of this refinement.

Since May 1968, 1352 sets of applicants' papers were sent to 68 institutions. There are now 140 applicants listed with the Service and 56 institutions seeking to fill 87 positions.

In March of 1968 the Association consisted of 810 institutional members. As of March 12, 1969 this number had risen to 841. A year ago there were 404 individual members. By March 12, 1969 462 had paid their dues.

The increase in dues and the complexities of a separate organization – insurance, payroll procedures, tax problems — complicated the Association's fiscal work. Some bookkeeping changes were made, one of which has expedited the collections of receivables considerably. Studies are now being made to institute a new accounting system and it is expected that computer reports will be received from the bank starting with the new fiscal year. This inexpensive bank system is designed for small businesses but it is quite likely that it is flexible enough for ACU-I use.

The Association's reserve funds have been placed in long-term deposits for three years to generate additional interest over the usual bank rate. As most of ACU-I income is generated during the first part of the year from institutional dues and the conference, $30,000 of the operating budget was used to purchase Treasury Bonds maturing on August 31, 1969.

The fiscal year ending in June, 1968 showed a balance of $36,240.36, thanks to a complete year under the new dues structure with the costs of only a partial year of the new operation. An Income and Expense statement follows:

Income Statement

Year ended June 30, 1968

Membership		
Regular	$60,285.00	
Associate	3,722.50	
Professional	2,472.00	
Total membership		$66,479.50
Publications		
Bulletin	$ 882.50	
Manual Planning & Operating	454.00	
Standards in Union Work	202.00	
Rev. Sup'l & reprints	7.20	
Case Studies	64.00	
Planning C. U. Bldgs.	218.50	
These Are Our Best	10.00	
Institute Res. Council		
Credo	27.50	
College Union Story	58.50	
Fifty Facts	156.70	
Guide (Re. W/Art. Reps)	43.45	
Adm. and Oper. of the C.U.	463.00	
The C. U. Outdoors	103.00	
Art in the Union	129.00	
Planning for a C. U.	176.00	
Recreation in the Union	138.00	
Food Services and the C.U.	459.00	
C.U. Year 50	160.00	
Directory	304.00	
Planning the C.U. for Multi-Use	321.00	
50th Anniversary Art Cat.	32.50	
State of the Union Around World	4,223.92	
Bibliography	1,420.00	
Publications and other income	1,299.30	
Total Publications		$11,353.07
Services		
Booking stamp	$ 86.75	
Microfilm	65.10	
Employment	705.00	
Total Services		$ 856.85
Conference		
ACU-I received from conference	$3,500.00	
Net Gain from conference	6,126.56	
Conference total		$ 9,626.56
Miscellaneous		
Postage	$ 218.80	
Misc.	211.72	
Total Miscellaneous		$ 430.52
Total Income		$88,746.50
Total Expense		$52,506.14
Net Income		$36,240.36

Expenses
Year ended June 30, 1968

Administration

President	$ 197.34
Secretary-treasurer	4,200.00
Secretarial	3,214.76
Stationery	244.75
Postage	1,219.81
Supplies	893.46
Miscellaneous	1,085.10
Telephone and telegrams	233.11
Planning Conf, Exec. Com.	2,639.93
Travel	2,688.00
Adm. Miscellaneous	315.26
Director of Development	450.00
Insurance	588.00
Rent	999.99
President-Elect	222.99
Total Administration	$19,192.50

Payroll Costs

Clinic	59.20
TIAA	382.44
Soc. Security - Employer	140.29
Soc. Security - Employee	140.29
Withholding	455.30
Net salaries	2,534.11
Total Payroll	$ 3,711.63

Committees

Arts	349.50
Recreation	556.60
Jr. College	20.51
Prof. Development	750.09
P & PR	480.49
Research	284.84
Special Projects	52.06
Inter-Association	1,772.98
International	20.11
Relations with Artists Reps	130.46
Nominations	66.20
Total Committees	$ 4,503.94

Publications

Bulletin-Editor	3,400.00
Ass't Editor	150.00
Secretarial	698.62
Printing	4,092.85
Cuts	451.93
Mailing	1,145.42
Miscellaneous	1,453.23
Manual	1,063.15
Standards	403.35
Union Around the World	682.89
C. U. Bldgs	71.25
Pamphlet series	216.50
College Union Story	65.00
These Are Our Best	10.00
Miscellaneous	42.50
Bibliography	1,668.35
Proration of costs from Reserves	3,000.00
Miscellaneous	10.16
Total Publications	$18,625.20

Services

Booking Stamp	60.00
Microfilm	79.15
Employment Supplies and Conf.	613.64
Total Services	$ 752.79

Regional Affairs

V. P. Office	109.44
Reg. Rep. annual meeting	1,385.46
Stationery and supplies	334.01
Libraries	122.85
Reg. Rep. travel	405.40
Total Regional	$ 2,357.16

Activation

Central Office	$ 3,362.94
Total Expense	$52,506.16

Respectfully submitted,

Chester A. Berry
Executive Secretary

March 1969

REPORT OF THE EDITOR OF PUBLICATIONS

Porter Butts

After the peak publishing activity of recent years, stimulated in large part by the Golden Anniversary of the Association in 1964, the year 1968-69 has represented something of a lull— at least so far as new books and monographs are concerned.

Sales of previously issued publications, however, will reach a record high of about $11,000, accounting for approximately one-eighth of the Association's total gross income. With the printing and distribution of a new *Publications List* and convenient order form by Executive Secretary Berry in January, and with more announcements and reviews of publications now appearing in other journals, sales are expected to continue at a high level.

For example, when the Educational Facilities Laboratories reannounced *Planning College Union Facilities for Multiple-Use* several months ago, the office was deluged with requests — 300 to 400. And these inquiry letters have been a valuable source of new prospects for Association membership.

Except for new books and monographs, the Association's publications program has been substantially broadened, through the efforts of Secretary Berry. Members are now receiving the *Union Wire*, a newsletter, eight times a year, and new informational pamphlets like the *Publications List* and an up-dated brochure on Association *Services, Activities, Membership*.

Union research and writing have not halted. Due later in 1969 are two books incorporating chapters which will spread the word of the college union widely to a new audience:

College Student Personnel: Readings and Bibliographies (to be published by Houghton Mifflin), which includes *The Union Mission* by Porter Butts; and,

Handbook of College and University Administration (a comprehensive volume for all college administrators to be published by McGraw-Hill), which includes a chapter on *Union Facilities, Administration, Finance* by Porter Butts and *Program and Services* by Frank Noffke. It is perhaps especially noteworthy that we have been successful in persuading the McGraw-Hill editors to include the union chapters in a new section called *Campus Community Facilities* (which also includes conference centers, theaters, museums, and faculty clubs) rather than under *Student Personnel Administration* or *Business Administration.* This is in conformance with objectives arrived at by the Executive Committee several years ago.

The *Bulletin* continues at a circulation level of about 4000. There have been several interesting developments during the year: (1) with the aid of contributing editors, more interpretative and in-depth articles have been used, partly with the aim of testing the potential, and acceptability, of transforming the Bulletin into more of a "professional journal;" (2) with the reactivation of the Research Committee enough reviews have been received to renew the Review Supplement of the *Bulletin* (April, 1969 issue); (3) the Journal Services Institute of Philadelphia has offered to include the Bulletin in its weekly publication surveying and evaluating periodicals in the field of education, *Current Contents*; and (4) 500 copies of the Bulletin were provided at cost to Region 12 for free distribution to all regional conference delegates; other regions are considering the same approach.

With the supply of folders announcing *State of the College Union Around the World* exhausted, 1000 more were printed in January. *College Unions - 50 Facts* is due for updating and reprinting in the next few weeks.

Under a new Executive Committee policy, the prices of all publications for non-members of the Association have been substantially raised, making membership — both individual and institutional — more attractive than ever.

— Porter Butts
Editor of Publications

REPORT OF THE INTER-ASSOCIATION COMMITTEE

CHAIRMAN:

Duane E. Lake (until January 1969)
University of South Florida

COMMITTEE MEMBERS:

Bateman, Stanley C.
University of California
San Francisco Medical Center

Cochran, Joan
University of Cincinnati

Laverenz, Clarence C.
University of Illinois
Medical Center

Reinhard, Herb F.
Florida State University

Rion, William E.
University of Florida

Loren V. Kottner (Current Chairman)
University of Iowa

Sherbakoff, Paul C.
University of Tennessee

Smith, C. Shaw
Davidson College

Varney, Bill J.
University of Arizona

EX-OFFICIO MEMBERS

Moore, Norman F.
Wisconsin State University
(Whitewater)

Nelson, Carl E.
University of Minnesota
(West Bank campus)

COMMITTEE OBJECTIVES

Inter-Association: This committee shall: 1. work with the representatives of other national associations (currently 16 professional associations, 2 national student organizations, three councils in which ACU-I holds membership and the U.S. Office of Education) in (a) identifying the most pressing issues and problems in the college student personnel field, particularly those of long range import and those accentuated by curricular and enrollment complexities and (b) developing working agreements among professional associations as to the particular problems which might be given primary research and program emphasis by each and concerning those problems on which two or more of the associations might work cooperatively in the years ahead: 2. communicate basic information, policy, and procedural changes of the Association of College Unions-International to a key representative of each of these allied organizations: 3. through liaison functions with other professional organizations, share findings with key officers and specific committees within ACU-I.

1968-69 ACTIVITIES

1. Each committee member accepted liaison responsibility with one or more national association. On invitation and when possible, he represented ACU-I to his assigned association's meetings or located another qualified ACU-I member to represent us.

2. Most members received the publications of his assigned associations and when requested ACU-I reciprocated in like manner to a counterpart liaison person.

3. An effort was made to develop a roster of allied associations as to current officers, publications, future conference dates and sites by the Executive Secretary's office.

4. ACU-I was represented at the national meetings of the National Federation of Organizations in Recreation by Loren Kottner. Frank Noffke, representing ACU-I, served as past Chairman of the Council of Student Personnel Association during this past year. ACU-I was represented at the annual meeting of COSPA held in Denver in November by Noffke, Chester Berry, and President Siggelkow, and also the American Council on Education meeting, which followed. Norman Moore, Chairman of ACU-I Professional Development Committee and ex-officio member of IAC, represented ACU-I on the COSPA Professional Development Commission.

5. Through the IAC members, the ACU-I officers were alerted to developments affecting union operations, and noted publications having possible implications for future union operations and programs.

6. By inviting officers of allied associations to attend the Denver Conference, hosting them during the Conference, and providing a breakfast meeting with the Executive Committee and IAC members, we hope to develop a better coordinated, more effective, and viable relationship with our allied associations.

PROPOSALS FOR 1969-70

1. We must continue to develop more effective means of communication on common problems with other professional organizations.

2. We need to study and implement procedures to keep our membership aware and informed of developments, common problem areas and current solutions offered by our related associations.

3. We need to research methods that will assure a continuing interest and a more personal involvement of the IAC member in the activities of his assigned groups.

RECOMMENDATIONS

1. In these times of rapid change and fervent expression in all areas of campus life, it would seem that the ACU-I with its multiplicity of professional interest areas would be the natural association to initiate face-to-face inter-association meetings concerned with common problems and related interests. Possibly studies could be made to isolate the most pressing problems and concerns common to both union operations and our allied associations which are not necessarily student personnel oriented. We could then convene representatives of these associations for purposes of dialogue and possible uniform solutions - similar to the function served by COSPA with student personnel organizations.

2. The recommendation of last year for some structural reorganizations of the IAC has been implemented. Since it is not a *project* Committee and is concerned with such a diversity of professional associations, there ceases to be a compatible, effective committee relationship and function. Problems, projects or other activities of interest to ACU-I which may be recognized through allied association efforts can best be directed to the Executive Secretary and ACU-I officer structure—where appropriate action can and should initiate.

3. A traveling display of ACU-I publications and other materials should be organized and scheduled through the ACU-I Central Office for display at allied organizations national meetings.

REPORT OF THE INTERNATIONAL RELATIONS COMMITTEE

COMMITTEE MEMBERS

Carl E. Nelson, Chairman	University of Minnesota
Lewis Conway	Drexel Institute of Technology
Charles Cubelic	Robert Morris Junior College
Clark E. Drummond	Baldwin-Wallace College
Robert Handy	Southern Illinois University
Aaron Leventhal	Indiana University of Pennsylvania
Robert Siberry	University of California at Santa Barbara
Van Westover	New York University

COMMITTEE OBJECTIVES

1. To develop a self-consciousness on the part of American students and faculty toward foreign students as individuals and as persons representing mores, folkways, and attitudes at variance to our own.
2. To encourage our nationals to develop lasting friendships with students from other countries.
3. To encourage international students to take an active part in campus affairs.
4. To encourage basic union programs which foster the above.
5. To encourage the exchange of ideas related to international programs between College Unions, which may be directed at the *Bulletin* or gathered through an occasional poll of the membership.
6. To develop a close liaison with appropriate organizations and agencies involved with international relations programs.
7. To develop procedures for receiving and handling foreign visitors to our campus.
8. To provide throughout the world the proper image and philosophy to the college union.

1968-69 PROJECTS

Completed

1. Distribution of *Campus International Awareness Programming and The Union - A Resource Guide*, prepared by Clark E. Drummond for the 1968 ACU-I Conference.
2. Publication of the paper, *Developing An Extended Campus-Wide International Program*, by Aaron J. Leventhal for distribution at 1969 Conference.
3. Charles Cubelic edited the manuscript of *These Are Our Best International Programs*.

Carried Forward

1. Incorporation of *These Are Our Best International Programs* in a revised *These Are Our Best* to be published in 1969.
2. Research, review and revision of procedures and practices in hosting foreign visitors to member campuses.
3. Correspondence with the National Association for Foreign Student Affairs (NAFSA) U.S. — Foreign Student Relations Committee concerning cooperative efforts to improve programming with foreign students.

Continuing

1. Submission to the *Bulletin* of articles with information or ideas related to international programs.
2. Maintenance of liaison with international relations agencies that can provide information or service to aid international programs and activities of ACU-I members.

1969-70 PROPOSED PROJECTS

1. Receive and report information gathered from NAFSA survey of U.S. - foreign student relations.
2. Complete recommendations and begin implementation of revised procedures and services for foreign visitors.
3. Develop an International Relations Committee information and service section to respond to inquiries and special needs of ACU-I members.

RECOMMENDATION

1. Continue, emphasize, and codify the International Relations Committee expanded purpose of promoting and serving programs dealing with international relations, issues, and politics.

REPORT OF THE COMMITTEE ON THE ARTS

COMMITTEE MEMBERS

Ann S. Hicks	State University of New York at Buffalo
Tom Stark	University of Minnesota
Richard R. Joaquim	Boston University
Gail D. Fluetter	Wisconsin State University
William J. Osborne, Chairman	University of Florida

COMMITTEE OBJECTIVES

1. To stimulate the development of programs of The Arts in college unions by developing sources of exhibit materials and making this information readily available to the ACU-I membership.

2. To stimulate the development of art collections within college unions and travelling art exhibits between unions.

3. To provide information in such needed areas as:
—The care and handling of art exhibits
—Protection and security of exhibits
—Building permanent collections
—Using local resources to develop exhibits
—Achieving maximum benefits from exhibits

4. To stimulate the development of Art programs and exhibits at the regional level and at regional conferences.

1969 - 1970 PROJECTS

1. Review, update and distribute upon request all publications of this committee.

2. Continue regional source list catalogues.

3. As determined by committee meeting on Monday, March 24, 1969.

REPORT OF THE JUNIOR COLLEGE COMMITTEE

COMMITTEE MEMBERS:

Thomas Haenle, Chairman	Kent State University
John T. Condon	Arizona State Board of Junior Colleges
Lyle E. Lapray	Mt. Hood Community College
Jane Gentry Smith	El Centro College
William Spelman	Alfred Agricultural and Technical College
Jerry Young	Cuyahoga Community College

COMMITTEE OBJECTIVES

1) Promote membership of junior and community colleges in the Association.
2) Assist two-year institutions in developing insight into the role of the college union on their campuses.
3) Provide two-year institutions with information relative to all areas of college unions.
4) Cooperate with the regional representatives to promote appointments of Junior College Coordinators in each region.
5) Work through the regional Junior College Coordinators in determining the ways in which the Association can best serve its two-year member institutions.

1968-69 PROJECTS

1) Compiled an ACU-I directory of Junior Colleges designating members of ACU-I as well as non-members for each region.
2) Distributed the ACU-I Junior College Directory to all Junior College Coordinators providing addresses of all two-year colleges in each region.
3) Established an individual reference file for all Junior Colleges, both members and non-members, to record data provided by Junior College Coordinators and Committee members. Data will be available as information is gathered.

1969-1970 PROJECTS

1) Update Junior College Directory as the Committee is made aware of necessary changes and/or additions.
2) Investigate the need for a separate ACU-I publication directed to the problems of two-year college centers and two-year activity programming.
3) Investigate the possibility of a Professional Development Summer Course during the summer of 1970.

REPORT OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

COMMITTEE MEMBERS

Norman F. Moore, Chairman
Wisconsin State University-Whitewater
Ted Crabb (1969)
University of Wisconsin-Madison
Paul Durrett (1970)
Florida State University
William Foster (1970)
Adelphi University
Henry Herman (1969)
University of Wisconsin-Madison
Douglas R. Jensen (1970)
Duke University
Adell McMillan (1970)
University of Oregon
Karen Simopoulos (1971)
Louisiana State University
James Thomas (1970)
Wayne State University
Ex-Officio-Duane Lake
University of South Florida

COMMITTEE OBJECTIVES

1. To provide current information about graduate assistantships, fellowships, scholarships, etc. available in the college union and allied fields.
2. To promote professional development programs within the Association.
3. To promote the establishment of degree programs in college union administration in various colleges and universities.
4. To create a greater awareness of career opportunities in college union work.
5. To conduct studies concerning salary schedules, requirements of employment and training for positions in the field of college union administration.

1968-1969 PROJECTS

1. The 1969 supplement to the 1968-70 *Survey of Opportunities for Graduate and Work Experiences in the College Union Field* was completed by Paul Durrett and was available in February.

2. Individual membership in ACU-I was promoted by mailings to all union staff, regional representatives and former individual members. Mention was also made via Executive Secretary's *Wire Service*. Paid individual membership stood at 386 prior to the mailings. Last year's total figure was 405. (There was no breakdown last year for "paid" versus honorary etc.) This count was *after* the mailing.

3. The printing and distribution of the Careers brochure will be handled through the Executive Secretary's office. The Careers poster will be handled in the same manner. Design and content will be by PDC. Notice will be sent to both the Journal of Employment Counseling and the Journal of College Placement upon their availability.

4. In cooperation with regional staffs, Guidelines for Regional Staff Sessions, and Guidelines for Career Sessions were sent to all Regional Coordinators for Professional Development by Jim Thomas. He again conducted a survey of the Regional Coordinators to better determine relationships and function. Jim also attempted to obtain a more concerted effort from Regions on ACU-I statement of ethics.

5. A letter was sent to selected college unions to determine their degree of interest in conducting a summer course in 1969-or 1970 by the Chairman. Of those, the following submitted proposals which were approved by the committee:

University of Arizona	June 22-27, 1969
University of Houston	July 6-13, 1969
University of Texas	July 13-19, 1969
University of Iowa	July 20- August 2, 1969

Region II is planning a repeat of their regional summer seminar of last year. (The date has not been selected.) Several other universities have also indicated a definite interest for 1970 programs.

6. Receiving much praise for their efforts were the University of Texas (Human Sensitivity) (2nd), University of Iowa (Programming) and the University of Minnesota (Administration) for sponsoring seminars and workshops in cooperation with the Association. Participation numbers were 25, 22, 66 respectively.

*Region II conducted a seminar for regional staff which proved highly successful and plans a repeat for 1969. Participants numbered 53.

*Both the Association and the Committee owe a tremendous debt to these universities and their staff for their contributions to this professional staff development program.

7. The Committee was represented by Bill Foster on the 1969 Program Committee.

8. The Chairman worked by mail and telephone as ACU-I representative to the Council of Student Personnel Associations' Commission on Professional Development. A Careers booklet (1,100 copies) and a Graduate Study Guidelines booklet will be available through the Executive Secretary's office as a result of this commission.

9. The University of Iowa (Loren Kottner) and the University of Minnesota (Don Zander) were added to the list of universities providing master's degree programs with major emphasis in College Union Administration. New York University (C. D. Spiegel) and Oregon State University (George Stevens) are the others involved.

10. Adelphi University (Bill Foster) submitted a proposal for a special urban type workshop series to the Health, Education and Welfare Department for 1969. The program was not accepted, however, for this year.

11. As in the past, the Committee sees the annual conference as a professional development opportunity and will again conduct an evaluation of the conference in cooperation with the Program Committee.

12. The committee continues to ponder the question of a statement of ethics for the Association. Regional efforts may help clarify and re-define the Committee's position this year.

13. For the second year, Paul Durrett has compiled and printed a bibliography of publications recommended by related organizations to be displayed and distributed at the annual conference.

PROJECTS PLANNED FOR 1969-1970

Many of the projects mentioned above are on-going and will therefore be continued in 1969-70. In addition the Committee will consider the following:

1. The selection of summer course hosts for 1970 will involve announcements to the hosts as early in the fall as possible.
2. The Committee will consider the desirability of a pre- or post-conference seminar in connection with the 1970 Annual Conference in Houston in cooperation with the Program Committee.
3. The Committee will continue to work on the question of a statement of ethics for the Association.
4. Work with the Executive Committee in the development of regional and national student leadership programs.
5. Study feasibility of college union consultant standards.
6. Study of college union governance.
7. Negro staff development programs.
8. Junior college staff development programs.

REPORT OF THE PUBLICITY AND PUBLIC RELATIONS COMMITTEE

COMMITTEE MEMBERS

Keith G. Briscoe (1969), Chairman	Baldwin-Wallace College
John Veen (1973), Chairman-elect	La Salle College
Amil Anderson (1971)	St. Olaf College
Ernest Christensen (1970)	University of Manitoba
Susan Fedo (1971)	Boston University
Gordon Hartwig (1970)	Wittenberg University
Mary Hudzikiewicz (1970)	San Jose State College
Patricia Nelson (1969)	University of Illinois, Chicago
Alan Saval (1970)	North Shore Community College
Sharon Staz (1970)	Ithaca College
Edward Zanato (1970)	Pace College, Westchester
Barry Zelikovsky (1970)	University of Illinois —Medical Center
Director of Development (Ex-Officio)	
Editor of Publications (Ex-Officio)	

COMMITTEE OBJECTIVES

The Publicity and Public Relations Committee:

1. is entrusted with the responsibility for properly projecting the image and purpose of the college union as an integral and significant part of the total education process.
2. endeavors to interpret and promote the educational role of the college union in national and international publications, professional journals, and the local news media.
3. organizes and communicates a comprehensive and continuing program of news releases concerning personnel and activities relative to the Association of College Unions-International, with special emphasis on committees and the annual international conference.
4. provides publication and encouragement for college union staff members so they may be completely informed about the Association and its many projects.
5. assists in communicating the college union role to students, faculty, staff, guests, and the general public.

1968-69 PROJECTS

"What can we use to help our students do a better job of promoting the Union and its programs? During the past year, this question has often been asked of the PPRC. For this reason, this year was spent trying to help the Association, the regions, and each school with Graphics. Papers prepared and distributed at the conference are forerunners of a Graphics Monograph. Please send suggestions and corrections to the new PPRC chairman, John Veen, so they may be improved.

Regional Coordinators Job Description—updated copy to be handed out at the Standing Committee meeting . . . additional thoughts on duties for PPRC regional coordinators.

ACU-I Graphics of those serving the Association has been updated & improved. Each member will receive a brochure telling about those serving the ACU-I. Pat Nelson's project.

A project was started to solicit newsworthy stories about the ACU-I. Mailing to all serving the Association in a managerial position.

Student Art Show Article was cancelled because of insufficient returns from regions and schools. —Mary Hudzikiewicz

Experimental Education article—submitted to THE BULLETIN.—Mary Hudzikiewicz

Index of Educational Sources updated. —Ernest Christensen

1969 NEWS RELEASES

News Releases for ACU-I: 75 letters sent this year announcing ACU-I Committee chairmen, members, and appointments to news service directors at school of appointee. Very good response.

Releases to educational journals (110) about ACU-I sponsored summer workshops and seminars.

Central Office: releases sent to 110 publications and national association offices.

Chet Berry's appointment as Executive Secretary: releases sent to 105 publications and national association offices. Good response.

Osterheld's Monograph: 94 releases sent in June. Good response.—Christensen

Revised Edition "Standards for Professional Staff Preparation" by Porter Butts. 87 releases sent to various publications. Good response. —Christensen

Revised Edition "Planning and Operating a College Union" by Porter Butts. 87 releases sent to various publications. Good response. —Christensen

1968-69 PPRC RECOGNITION GOES TO REGION VII & REGION IX: "About Seven" (editor Walt Evans) and "News and Views" (editor Judy Boyle) are two new, extremely well-written and communicable regional newsletters. It is hoped that each region will adopt this idea and meet the same type excellence.

PROJECTS FOR THE FUTURE

Considerable time should be spent advertising the fact that the Association of College Unions-International is the largest higher education organization in the states that allows student attendance at conferences.

—3139 students attended regional conferences

—514 schools attended (NSA only has 300 member schools)

—835 schools belong to the ACU-I

ACU-I appointments: Continue to send out releases on appointments, etc.

Continue to write features and articles on various ACU-I programs and publications.

Continue to publicize worthwhile individual Union programs. THE BULLETIN is a good source for ideas.

PRESS ROOM
John Veen is Press Officer this year and is responsible for the many press room activities—including pre-conference, conference, and post-conference releases and photographs.

* * * * *

I want to thank each member of the PPR Committee for their hard work, cooperation and loyalty. A committee is only as good as the members in it, and PPRC is fortunate to have an excellent productive membership. The ACU-I officers and the committee chairmen also deserve a "thank you" for their support and for providing the Committee with newsworthy items.

A special vote of confidence goes to John Veen, who succeeds me as PPRC chairman. John is a most capable person and should bring new insight and challenge to the Committee. I urge that each of the members and the officers give him their support and cooperation as he begins his tenure as PPRC chairman.

REPORT OF THE RECREATION COMMITTEE

I. COMMITTEE MEMBERS:

Dale N. Brostrom, Chairman
University of Illinois - Chicago Circle

Mrs. Roberta Applegate, Bridge Tournament Director
Bradley University

Charles E. Cosper, Table Tennis Tournament Director
University of Southwestern Louisiana

C. Daniel O'Sullivan, Women's Bowling Tournament Director
West Virginia University

Thomas J. Powell, Chess Tournament Director
LaSalle College

Donald Strand, Men's Bowling Tournament Director
Wisconsin State University - LaCrosse

Sally Rosbrugh, Project Coordinator
Mankato State College

Edward J. Ritter, Jr., Secretary-Treasurer
Bradley University

Charles E. Wertz, Billiard Tournament Director
University of Illinois - Urbana

II. 1968-69 REGIONAL COORDINATORS & TOURNAMENT SITE AND DATES

Regional Coordinator	*Tournament Site & Dates*
Region I Wayne Justham Univ. of New Hampshire	College of Holy Cross Worcester, Massachusetts Feb. 7 - 9
Region II William H. Rose Rochester Inst. of Technology	Cornell University Ithaca, New York Feb. 14 & 15
Region III Richard E. Mayer Queens College of the City University of New York	State Univ. of N. Y.-Farmingdale Farmingdale, New York Feb. 15 & 16
Region IV Arthur J. Young University of Maryland	West Virginia University Morgantown, West Virginia Feb. 14 & 15
Region V Miss Gail B. Clay University of Tennessee	Univ. of N. Carolina-Charlotte Charlotte, North Carolina Feb. 20 - 22
Region VI Jack B. Maurer University of Miami	Florida State University Tallahassee, Florida Feb. 13 - 15

Region VII James F. Bond University of Cincinnati	University of Dayton Dayton, Ohio Feb. 6 & 7
Region VIII Gordon Teigen Wisconsin State Univ.-LaCrosse	Wisconsin State Univ.-LaCrosse LaCrosse, Wisconsin Feb. 13 - 15
Region IX Jerry Burnam Northern Illinois Univ.	Northern Illinois University DeKalb, Illinois Feb. 14 & 15
Region X Roger Wehrle St. Cloud State College	University of Minnesota Minneapolis, Minnesota Feb. 13 - 15
Region XI Jerry Mock Kansas State University	Kansas State University Manhattan, Kansas Feb. 14 & 15
Region XII Donald Beckner University of Texas-Arlington	University of Houston Houston, Texas Feb. 20 - 22
Region XIII Karl Ward Utah State University	Weber State College Ogden, Utah Feb. 21 & 22
Region XIV Tom Wright Washington State Univ.	Idaho State University Pocatello, Idaho Feb. 13 - 15
Region XV C. M. Girtch Univ. of California-Santa Barbara & Jack McKenna Stanford University	Stanford University Stanford, California Feb. 13 - 15

III. 1969 CHAMPIONSHIPS

Men's Bowling	American Bowling Congress Tournament Madison, Wisconsin	April 12 - 14
Women's Bowling	Women's International Bowling Congress Tournament San Diego, California	April 18 - 20
Billiards	University of Houston Houston, Texas	April 24 - 26
Bridge	University of Tennessee Knoxville, Tennessee	May 9 - 11

IV. STATEMENT OF PURPOSE - RECREATION COMMITTEE:

1. To initiate, promote and guide intercollegiate tournaments in various recreation areas to supplement campus programs for the purpose of stimulating interest and participation in these activities at the campus level.
2. To establish standards and procedures for participation in tournament programs.
3. To gather and disseminate information related to Union recreation programs and facilities.

V. 1968-69 PROJECTS AND GOALS:

1. To stabilize the financial problems of the Committee.
2. To seek additional grants for continuation of the Bridge Tournament and expansion of Chess and Table Tennis.
3. Continue to investigate and develop training opportunities for union recreation personnel.
4. Develop and circulate a questionnaire that will extract information that will enable the Committee to more factually answer the many requests for information.
5. Begin an in-depth study on the expansion of activities to encompass outdoor lifetime sports.
6. Develop and print How-to-do-it Manuals and Materials.

After a very hectic and frustrating beginning, the Committee activities and projects got underway.

Being initially plagued with unexpected turnover of Committee personnel, the time schedule for preparation and distribution of materials was set back from August to the end of September. This did create hardships for Regional Coordinators, but for the most part did not have serious effect on the tournament programs.

All of the projects and goals for 1968-69 have received varying degrees of attention, and progress can be reported on all fronts. The financial problems of the Committee have been somewhat eased, at least for the time being, in that the grants from American Machine & Foundry Company, Brunswick Corporation, and Billiard Congress of America were continued for this year, and every indication points to a continuation at least at the present level. In addition to these grants, through the exhaustive efforts of E. J. Ritter, the Committee did receive during the year a commitment from the American Contract Bridge League to supply the prepared bridge hands for both the local campus and the regional tournaments. This is more significant than it might outwardly appear in that considerable expense has been involved in the past to have the hands prepared. We are also fortunate in obtaining a financial grant for the bridge tournament from Charles Goren. The 1969 Bridge Championship will be called the Charles Goren Intercollegiate Bridge Championships. Although the support from Mr. Goren will be subject to evaluation after the tournament is concluded in terms of a continuing commitment, we are optimistic in this regard. We also acknowledge and are indebted to the American Bowling Congress and the Women's International Bowling Congress for their support and assistance. Without their help, though not in the form of direct dollar grants, our bowling programs could not be conducted.

A rather comprehensive questionnaire was developed and has been circulated by the Regional Coordinators. These were placed in their hands at an extremely busy time for them, mid-January, and there has not been time to complete the project and compile the findings as of the preparation of this report. It will be completed and the findings sent to all ACU-I member schools.

The in-depth study on the expansion of Committee activities was begun by R. E. Waide, University of Iowa, with particular emphasis on Trap-and-Skeet programs. A pilot program has been conducted in Region 10 during this year. An evaluation and complete report on this activity will be presented to the Executive Committee at the Denver Conference. It is anticipated that additional information on possible expansion of activities will be extracted from the questionnaire responses.

The second suggested How-to-do-it Manual, entitled *Conducting Bowling Tournaments,* was completed in January through the combined efforts of Don Strand and Daniel O'Sullivan, or Men's and Women's Bowling Tournament Directors. A supply of these is now available, and a copy will be sent to each member school.

The development of training opportunities for union recreation personnel has not come along as rapidly as hoped or expected. The inability to devote the necessary time to this has caused the holding in abeyance of this project, even though we have received from Brunswick Corporation a commitment to assist us.

VI. 1969-70 PROJECTS AND GOALS:

1. Complete and distribute questionnaire findings.
2. Continue to investigate and strive to develop training opportunities for union recreation personnel.
3. Continue to seek ways to expand the championship events to include chess and table tennis and to increase the number of participants in other events.
4. Develop additional How-to-do-it materials.
5. Work toward earlier distribution of tournament information.

VII. ITEMS OF INTEREST AND CONCERN:

The United States representative in the International Master's Bowling Tournament in Guadalajara, Mexico, once again came from the ACU-I Championships. Jerry Steere, from Florida State University, all-events runner-up in the 1968 Championships, placed ninth in a field of 35 national amateur titlists representing 41 countries. Jerry Steere was selected when Jack Connoughton, ACU-I Champion and defending International Master's Champion, decided to turn professional.

The deadline for this report is such that a recap of 1969 regional participation is not possible in that regional tournaments are not yet completed. Early indications are that participation will once again be up from previous years. As our regional tournaments grow larger and larger, it is becoming more difficult to find schools that have adequate facilities or are willing to host the tournaments. Regional boundaries, particularly where states are divided, continue to cause problems. The availability of people that can devote the required amount of time to the committee positions or Regional Coordinator positions is becoming increasingly alarming. The committee is faced with the dilemma of increased interest and participation, increasing demand to expand activities, and fewer people that can volunteer their time.

VIII. THANKS TO COMMITTEE AND REGIONAL RECREATION COORDINATORS

As Chairman, I want to express my appreciation and extend a heartfelt thanks to the members of the committee and the Regional Coordinators. The dedication, interest, effort, and cooperation of these people is really something to behold. The entire Association is indebted to and can be proud of all of them.

A very special thanks is due Don Strand, Men's Bowling Tournament Director for the past three years. Don is leaving that post at the end of this year, and he has pulled the Men's Bowling program through some very difficult times. More will be heard from him in the future.

A special acknowledgement is due E. J. Ritter, Secretary-Treasurer of the committee, for his diligent efforts in making well over 100 contacts for appropriate sources of support for our programs.

I want also to express appreciation to Daniel O'Sullivan, who has consented to remain on the committee an additional year as Director of the Women's Bowling Tournament and to Gordon Teigen for accepting the challenge and responsibility for the Men's Bowling Tournament, succeeding Don Strand.

The following Regional Recreation Coordinators will be completing their three-year terms or leaving these positions for new responsibilities:

Region I	Wayne Justham, University of New Hampshire, after 4 years as a Coordinator will become Region I Regional Representative.
Region II	William Rose, Rochester Institute of Technology, will become Region II Regional Representative.
Region IV	Arthur Young, University of Maryland.
Region V	Miss Gail B. Clay, University of Tennessee.
Region XIII	Karl Ward, University of Utah
Region XV	C. M. "Bud" Girtch, University of California - Santa Barbara. Bud left the Union field in December. We were sorry to see him go and he will be missed. Jack McKenna, Stanford University, saved the day in Region XV by consenting to come back as a Coordinator again and finish this year's activities.

We are deeply indebted to all of the above for their tremendous contributions to the Recreation Committee, their respective regions, and ACU-I.

REPORT OF THE COMMITTEE ON RELATIONS WITH ARTISTS' REPRESENTATIVES

COMMITTEE MEMBERS

Edmond Sarfaty, Chairman	City College of New York	(1969)
Clyde Lindsley	SUNY, A & T College, Cobbleskill	(1971)
Robert W. McCurdy	Carnegie-Mellon University	(1971)
Robert M. Ruday	Ohio University	(1971)
William H. Smith	University of South Dakota	(1970)
F. Curtis Wynder	Brigham Young University	(1971)

COMMITTEE OBJECTIVES

1. To act as a clearing house for all information, both pro and con, coming from the ACU-I membership and artist representatives.
2. To assist union directors in finding reliable agencies through which to obtain talent.
3. To review periodically and revise, if necessary, the *Guide on Relations with Artists' Representatives*.
4. Act as a liaison between the union directors and the artists' representatives in cases where direct negotiations have failed.

1968-69 PROJECTS

1. The committee continued to maintain the card reference files on attractions, agencies and agents. The information therein contained was shared with all interested ACU-I members.
2. The committee responded to numerous complaints from members relating to contract negotiations and other difficulties.
3. Several new report forms were implemented in various regions.
4. Members of the committee and officers of the ACU-I met with the officers of NEC and ACUCM to discuss mutual areas of concern. The three organizations will meet again in Denver prior to the ACU-I Conference.
5. Members of the committee attended various regional conferences to discuss issues relating to talent booking.
6. The first Pre-Conference Booking Workshop has been planned and will be conducted in conjunction with the conference in Denver.
7. A file has been compiled of riders currently being used by member institutions. Copies have been distributed on request.
8. The committee served as consultation resource for members who wanted advice and information on contracts and riders.
9. A revision of the *Guide on Relations with Artists Representatives* has been begun.

PROJECTS PLANNED FOR 1969-70

1. To complete the revision of the *Guide on Relations with Artists' Representatives*.
2. To improve communications and operational procedures that will help utilize the talents and services of the regional CORAR coordinators to best advantage of all.
3. To assess the possible need for continued Talent Booking Workshops and to plan and execute such programs should they be desirable.

4. To plan with Regional Coordinators the institution of Talent Booking Work-shops on regional levels involving staff and students.

5. To establish formal communication with other related professional groups such as Association of College and University Concert Managers and the National Entertainment Conference.

6. Undoubtedly, the incoming Chairman, C. Shaw Smith, will have additional projects that he and the committee would like to embark on.

RECOMMENDATION

That the emphasis of the committee's objectives be related to service, information and educational roles—not on the actual booking of talent.

REPORT OF THE RESEARCH COMMITTEE

I. COMMITTEE MEMBERS

William E. Brattain, Chairman
Anthony S. Codding
Ronald A. Hachet
M. M. Hughes
Neil Murray
Vern Kinsinger
Douglas E. Rix
Gerald E. Ruttman
Hal R. Smith
Gordon L. Starr
William D. Weddell
Porter Butts-Ex-officio
Chester A. Berry-Ex-officio

II. COMMITTEE OBJECTIVES

1. To assist individuals making studies by providing literature and materials which may have a bearing on their projects.
2. To stimulate and co-ordinate research activities in the union field. To issue material designed to encourage research and special surveys and, in a few instances, provide a small financial grant for an individual project.
3. To serve as a "clearing house" for union questionnaires and research projects and in protecting the membership from the circulation of a large number of poor quality questionnaires.
4. To facilitate the collection of data by granting those whose projects qualify the right to use the phrase, "This questionnaire has been cleared by the Association of College Unions Research Committee for distribution. Your cooperation in providing data will be appreciated." and by providing gummed address labels of member colleges.
5. To assist in the publication of the results of completed studies.

III. 1968-69 PROJECTS

1. The committee revised the flyer which is mailed to prospective researchers. More specific suggestions were added. Many of these centered on contempory problems that have developed since the present flyer was written. The committee felt that suggested areas for research listed in the old flyer were too general to be of much help to either graduate student or a staff member who was contemplating research.
2. Study of the status of the regional libraries. This task was undertaken by Mel Hughes. A questionnaire was submitted to all regional librarians. On the basis of the results the committee recommended that (1) the regional libraries be discontinued and (2) a centralized library and loan service be established in conjunction with the Central Office.
3. The committee also studied the Research Policy as adopted by the Association in 1961. Minor changes will be recommended to the Executive Committee following the committee's meeting at the Conference.
4. The committee has endeavored to encourage regional representatives to include sessions on simple research projects as a part of fall regional conferences.
5. The committee has again recommended that a session at the Denver Conference be devoted to research. This was not done and an effort will be made to include such a session during the 1970 conference.

IV. STUDIES

1. Studies Reviewed

1) *Food Service and the College Union* by Doug Osterheld, reviewed by Stephen R. Kenny.
2) *Black Consciousness in Higher Education* by Church Society for College Work, reviewed by Marcia Carlisle.
3) *Annotated Bibliography of the College Union* by Ernest M. Christensen, reviewed by William E. Brattain.
4) *Role of the College Union in the Two Year College* by Arthur B. Hartzog, being reviewed by Hal R. Smith.
5) *The Background of a Student Union Food Service Director* by Michael S. Dudczak, being reviewed by Doug Rix.
6) *Journal of Leisure Research* (New publication of the National Recreation and Park Association) first issue reviewed by Gordon L. Starr.

2. Studies Completed

1) *The Effect of Multiversity Decentralization on the Role of College Unions* by Thomas Haenle.
2) *The Role of the College Union in the Two Year College* by Arthur B. Hartzog.

3. Studies in Progress

1) *Attitudes Regarding Recommended Personnel Practices Affecting Personnel Administrators in State Colleges* by Frank Bucci.

2) *Tort Liability Coverage for College Union Activities in Four Year State Institutions of Higher Education* by G. Baker Bokorney.

3) *A Study of Artificial Rink Operation by Colleges and Universities* by William L. Hoff.

4) *"An Analysis of the Leisure Interests and Needs of Indiana University Married Students* by Clemens Brigl.

5) *A Study of College Union Recreation and Games Area Operations* by the A.C.U.-I. Recreation Committee.

6) *Financing Adult Education in Residential Centers* by Arthur E. Pelton.

V. ANTICIPATED PROJECTS 1969-70

1. Immediate attention will be given to updating Christensen's Annotated Bibliography.

2. A greater effort will be given to reviewing studies for the Research Supplement Section of the Bulletin.

3. The revised flyer will again be distributed to member unions and graduate departments.

4. The committee will again try for a session on research at the Houston Conference. It will also try to promote sessions with the students at the regional conferences.

5. The committee will continue to endeavor to inform the membership regarding the Association's Research Policy. Several unauthorized questionnaires were again distributed this year.

VI. RECOMMENDATIONS

1. The committee requests that the Executive Committee support its effort to plan a special program session on research at the Houston Conference.

REPORT OF THE SPECIAL PROJECTS COMMITTEE

I. COMMITTEE MEMBERS

C.D. Spiegel, Chairman
Richard L. Judd
Robert S. Lawrence
James R. Reynolds
E. A. Wilkinson

II. COMMITTEE OBJECTIVES

To work with special projects, ideas, problems and special interest studies which do not need continuous attention every year by a regular committee.

III. 1968-1969 PROJECTS

The project on *liability and the union staff* was reactivated. Although it was discontinued again in May, the work accomplished pointed up the need to assign such a project to either a professional law consulting firm or to a member of the Association with great interest and expertise in the area of concern.

James Reynolds undertook the completion of the project concerned with the revision and eventual publication of *THESE ARE OUR BEST*. The project was to include the work done by Charles Cubelic for the International Relations Committee. Although publication was to have been completed prior to the 1969 Conference, unavoidable delays made a later publication date necessary.

IV. RECOMMENDATION

The chairman recommended in April and in October that the Special Projects Committee be discontinued in March 1969. The Executive Committee of the Association, meeting in November 1968, voted their acceptance of this recommendation with the consensus being that in lieu of assigning projects to such a committee, greater use be made of ad hoc committees and special task forces.

REPORT OF THE PRODUCT EXHIBITS COORDINATOR

Coordinator:	Robert F. Kershaw	Ball State University Muncie, Indiana
Assistant Coordinator:	Jack H. Overman	Kansas State College Pittsburg, Kansas
Assistant Coordinator:	Raymond A. Dault	Indiana University Medical Center Indianapolis, Indiana

OBJECTIVES:

1. The work by the Product Exhibits Coordinator shall be to develop an Exhibit Section at the Annual International Conference of the Association of College Unions.

2. Product exhibits at Annual Conferences contribute to the program by bringing products and supplies to the attention of conferees. The exhibits also contribute financially to the program.

3. We have tried to expand the exhibits to include areas that are beneficial to all phases of Union operation. In many areas we would like to have represented, the companies who have found it impossible budgetwise to attend our show, but we are hoping we can reach more and more in the future.

4. A registration fee will be charged each exhibitor. These fees will be deposited by the Executive Secretary into the funds of this Association.

5. The Product Exhibit Committee has reorganized this past year with Executive Committee approval. The Committee shall be composed of three persons experienced in exhibits management.

   a. The Committee shall be headed by a Coordinator who will serve a two-year term after which he will rotate to the position of Second Assistant for two years followed by two years as Assistant. New members shall begin as Second Assistants in order to acquire experience before becoming a Coordinator.

   b. The Committee, through the Coordinator, shall report to the President. The Coordinator shall work closely with the Vice President for Conference Program, the Host Director and the Executive Secretary to insure full articulation with the program and conference site. Conflicts which cannot be resolved will be reported to the President for resolution by the Executive Committee.

   c. The Coordinator would be responsible for making arrangements with conference selection site hotels, selecting decorating companies, selecting storage and drayage companies, writing the information for the exhibitors' information sheets, having floor diagrams printed, printing of contracts, mailing of contracts and letters, receiving all monies, writing follow-up letters, having printed exhibitors' list, etc. The Coordinator would be responsible to see that all files and records would be moved to the succeeding Coordinator immediately following his last conference as Coordinator.

   d. The Assistant Coordinator who is next in line would have the primary responsibility of assembling the Product Exhibitor's Handbook. Other duties would be to assist at the conference with exhibitors and aid throughout the year the Coordinator in any matters needed, such as helping recruit exhibitors. If the Coordinator was unable to perform his duty, he would immediately assume the Coordinator's job.

   e. The Second Assistant Coordinator would be responsible for assembling at the conference, exhibitors' name tags, meal tickets, conference information, and be general Floor Manager. He would also assist throughout the year in recruiting of new exhibits. If the Assistant Coordinator above would be unable to perform his duty, it would be his job to fill this position.

Sixty-one exhibitors have signed applications to exhibit at the 46th Annual International Conference of the Association of College Unions. The Conference will be held at the Denver Hilton Hotel, Denver, Colorado from March 23 through March 26, 1969.

Forty-one of the exhibitors were present at last year's Conference. They are as follows:

Booth Number	Exhibitors
2	Dick Blick Co., & Signpress Division
3	Commercial Carpet Corporation
4	Ashley Famous Agency
5 & 6	American Machine & Foundry Company, Bowling Division
8 & 9	Sico Incorporated
18	American Locker Company, Inc.
19	Films Incorporated
20	Shenango China Products-Interpace Corporation
21	Chartwell Artists, Ltd. (formerly Perenchio Artists, Ltd.)
25	Sweden Freezer Manufacturing Company
26	Continental Coffee Company
28	Hillyard Chemical Company
29 & 30	American Shuffleboard Company, Inc.
31	William Morris Agency, Inc.
33	Twyman Films, Inc.
34	Columbia Pictures Corporation
36	Keedick Lecture Bureau
37	The Flixible Company
39 & 40	Fixtures Manufacturing Corporation
41	Coca-Cola USA
42	Carter-Hoffman Corporation
43	Wenger Corporation
48	Gerard W. Purcell Associates, Ltd.
49	Embosograf Corporation of America
50	Creative Management Associates (formerly General Artists Corp.)
51	ARDCO - China-Foam
52	Associated Booking Corporation
53 & 54	Mitchell Manufacturing Company
55	Billboard Publishing Company
59	Warner Bros.-Seven Arts, Inc.
60	Clem Williams Films, Inc.
61	Morgan Site Machine Company
62	National Biscuit Company
64	Chandler Cudlipp Associates, Inc.
65 & 66	Brunswick Corporation
67 & 68	Showcard Machine Company
71	Golden Dipt Company (formerly DCA Food Industries, Inc.)
72 & 73	Swank Motion Pictures, Inc.
74	Vogel-Peterson Company
76 & 77	General Binding Sales Corp. (formerly The Perf-O-Dent Co.)
78	United Films, Inc.

Two companies are previous exhibitors, but did not exhibit at the 1968 Conference. They are as follows:

27	Calgon Commercial Div. of Calgon Corporation
44	W. Colston Leigh, Inc.

Eighteen companies are new exhibitors. They are as follows:

Booth Number	Exhibitors
1	Durkee Food Service
10 & 11	American Youth Marketing Corporation
13	Allart Cinema Sixteen
14	Pryor-Menz Attractions, Inc.
15	Audio Film Center, Inc.
16	American Program Bureau
17	American Restaurant China Council, Inc.
22	Reynolds Printasign Company
23	Brandon International Films, Inc.
24	National Student Marketing Corporation
32	Cameron Musical Industries, Ltd.
45	North American Recreation Convertibles, Inc.
57	Peter M. Robeck & Co., Inc.
58	New Line Cinema Corporation
63	New York Review Presentations
69	General Tally Corporation
70	Premier Talent Associates, Inc.
75	Winchester-Western

REPORT OF THE DIRECTOR OF DEVELOPMENT

Max H. Andrews
Queens College

The year was active in the preparation and presentation of new proposals to foundations, following up on previous presentations, finishing projects, and a limited amount of aid to individual Unions seeking sources of support for their own projects.

I *A Proposal to Revitalize Student Participation Within the Association.* This proposal was prepared by President Siggelkow. The Director of Development presented the proposal to nine foundations with no success.

II A proposal for a conference and subsequent publication on *Planning College Union Facilities for Junior Colleges* was resubmitted to the American Association of Junior Colleges with no success.

III A proposal for *A Consulting Program for Predominantly Negro Institutions of Higher Education in the Areas of the Organization and Administration of the College Union and Student Activities* was prepared and submitted to nine foundations with no success. However, as a spin-off from this proposal, the Ford Foundation expressed interest. The Director of Development, at the request of Ford Foundation, prepared a revised proposal more attuned to the Ford Foundation's work in this area. After many revisions and conferences with the foundation, it is anticipated that a grant will be forthcoming.

It is anticipated that the grant will provide for a Ford Foundation-Association of College Unions Summer 1970 Workshop for selected staff of predominantly black institutions of higher education on the organization and administration of College Unions and student activities.

IV A proposal for *A Planning Conference of the ACU-I Task Force on Human Resources* was prepared and submitted to seven foundations with no success.

V Additional editing was done on the Educational Facilities Laboratories, Inc. grant. It is hoped that the project, *Planning the Urban College Union*, will be finished soon.

A PROPOSAL TO REVITALIZE STUDENT LEADERSHIP IN THE COLLEGE UNION ON THE CAMPUS, REGIONAL AND NATIONAL LEVELS

George F. Stevens, Director
Memorial Union
Oregon State University

(President Siggelkow announced on Wednesday, March twenty-sixth that, with the strong endorsement of the Regional Representatives, a summer meeting of student regional officers, of Regional Representatives, the Executive Committee and alumni and faculty representatives, would be held in June at Camp Mishawak, Red Cedar Lake, Wisconsin. This decision was reached by the Executive Committee when the resources of the regions were deemed sufficient and available enough to permit the meeting regardless of the existence of foundation support. A summary of the proposal follows.)

A New Proposal in a New Period of Student Activism

In these days of "student power", "student unions" advanced on the model of the labor movement, and frequent divisive outbreaks on our campuses, it can be hoped that the earliest model of effective student, faculty, administration and alumni cooperation within the college union, has demonstrable value. Students enjoyed partnership and influence in the operation of the very substantial and substantive college union organizations, buildings and programs on many campuses long before they gained token, and sometimes ineffectual, representation on their college, faculty and administrative committees. In other words, the student-faculty partnership approach represented by the union has worked, and it enlists the interest of the vast number of students who seek to improve the conditions of student life and to bring about useful change in the educational enterprise by means other than merely protesting or demonstrating. It is already late to seek to understand better these cross currents and to seek to demonstrate more viable ways for cooperation.

College Unions have long acted on the premise that leadership is a skill which is learned and that a primary mode for learning is experience; some gained by directed learning under the guidance of senior student leaders and staff and some by the time honored methodology of trial-and-error learning. John W. Gardner spoke to this point in his 1965 annual report to the Carnegie Corporation, which has been published under the title *The Antileadership Vaccine*. He said, "Our Society cannot choose to do without leaders, but the best students in our colleges and universities are taught to avoid leadership responsibilities. Education of technical experts or intellectual critics without corresponding education of leaders contributes to the development of people with good ideas but without the competence to translate ideas into action. The failure to encourage top students to gain leadership experience leads to a lack of confidence in our own decision-making ability. This failure of confidence is a deficiency of leadership today, causing leaders to use elaborate statistical systems or public opinion polls as supports for decision about future courses of action. The information gathered from these efforts can be useful but must not substitute for personal judgement and guidance."

During the past year the Association has received four proposals from college union student leaders, each independently initiated, requesting consideration of a program whereby students could exchange ideas on a national level.

In November 1967, the Association's Executive Committee met with the student chairman of Region 10, the second to initiate contact and the only student leader free to attend the scheduled meeting, to discuss various alternative approaches. As a result of that meeting, and reinforced by further consultations with all regional student officers and staff, the Executive Committee has settled on a definitive first step.

The Proposal Defined

It is proposed that the Association bring together 30 regional student officers, the officers of the Association, the 15 Regional Representatives and seven faculty and alumni members to explore together the true potentials of the regional conference and other steps. Ideally, this would be in a retreat setting and would extend for a week during mid-June, mid-August, or mid-December, at a time when students would be most available to attend without serious intrusion upon summer employment or academic responsibilities. The actual period will be determined after a survey of all participants.

With this group, the most representative that can be brought together and still retain an effective working size for planning, such questions as these will be explored:

1. How to involve more students in the broader and deeper concerns of developing a college union program relevant to the times?
2. How to more fully reach the avowed goal of effecting a union of interests among and between students, faculty, administration and alumni?
3. How to best structure the Association for continuing, effective communication with all constituent members?

The project is of great importance in this era when the voices and influences of other thoughtful student leaders, in addition to those of the extremists, are needed. It is hoped that foundation help will be secured to underwrite all, or at a minimum 75 percent, of the cost of bringing this key student-facility-alumni staff group together. If necessary, the Association is prepared to meet at least 25 percent of the expense for such an exploratory meeting.

Participants would be:

8 members of the Executive Committee

President
President-Elect
Immediate Past President
Vice President-Regional Affairs
Vice President-Conference Program
Executive Secretary
Editor of Publications

15 Regional Representatives

30 Student Regional Chairmen and Vice Chairmen (or Secretaries)

7 (Faculty-Alumni)

The budget would thus be:

1.	Participants' travel	
	60 @ $200	$12,000
2.	Participants' housing and meals	
	60 @ $100	6,000
3.	Honoraria for Resource persons	1,000
4.	Course materials, supplies equipment rentals	1,000
		$20,000

ANTICIPATED RESULTS

It can be anticipated that the retreat participants will likely explore specific areas such as these:

1. Improvements in the content and form of the Regional Conference, activities and communications, with a new kind of more knowledgeable student leadership brought to bear on what the hundreds of student delegates discuss and do.
2. Potential workshops and laboratories for college union student leaders; some of a leadership skill orientation; some directed to specialized areas of union program concern such as fine arts, forums, etc.; some built around student-staff teams to provide an opportunity for intensive discussion of individual campus needs and the formulation of new programs to be tried out the following year as models for other unions to study.
3. Formulation of a student division of the Association looking toward annual meetings of the Regional student officers with their Regional Representatives and selected

staff representatives to continue an effective partnership for the exchange of views in the determination of needs and in the development of programs.

This proposal, however, is to have an open-ended meeting of the participants, with no "necessary next steps" being advanced. It can surely be predicted that improved communications will result between and among the student officers, the Regional Representatives, and the Association's officers and this by itself must benefit all constituent members in furthering the role of the college union.

A Short History of the Only Staff and Student Association in Higher Education

The Association of College Unions-International was founded in 1914. It is thus one of the older associations in higher education.

College unions have been, from the outset, organizations before they were buildings. The college union in the United States has been a unique association in higher education; it has always included students, staff and faculty in its constituency and has been a model of an enlightened college community partnership on the campus.

Shortly after World War II the Association experienced a sharp upturn in member institutions. Membership grew from 72 in 1941 to 182 in 1948. That year introduced the idea of regional meetings in an effort to afford opportunities for intercollegiate exchange among more individuals than could possibly attend the distant annual conferences. This regional structure has established more effective contact with the hundreds of college unions scattered across the continent and overseas. The annual conference, has become essentially a professional staff meeting. Student participation in the affairs of the Association has become less immediate on the national-international level and more direct on the regional level.

More Recent History, A Story of Professional Development

The Association has provided professional development programs to serve the informational know-how and professional qualifications needed by professional staff members new to the union field. Specialized workshops, seminars, laboratories and on-going summer courses in college union operations are a part of that program. Alone and in cooperation with the Council of Student Personnel Associations in Higher Education and with the National Federation of Organizations in Recreation, proposals for recommended graduate training have been advanced. Today four major universities (in the east, mid-west and west) are offering master's degrees emphasizing college union administration and one is offering work at the doctoral level. Publications and research projects have increased in number and scope.

Today, with 800 member institutions, it is apparent that this concentration on the professional development of staff is vital and must be continued in view of the continuing growth of college unions, all requiring assistance in planning and staffing.

The Students and the Regional Structure

The regional makeup, using selected professional staff members serving on a voluntary basis as Regional Representatives, has grown apace with the other facets of the Association. The regional boundaries have been redrawn and the number of regions increased several times to take recognition of the growth and locations of college unions. The regional conferences are held in the fall of the year, while student officers still have the bulk of their service year ahead of them. In the fall of 1967, 2944 students attended the 15 regional conferences and with them 693 staff and faculty.

The Need for Broader Intercollegiate Contact and More In-Depth Study

As early as 1960 there was discussion to the end that student leaders needed an opportunity to come into a more vital contact with the breadth of concerns that lay ahead for them in their union work and of the significance of this work in higher education. Thoughtful observers of higher education, like David Reisman and Nevitt Sanford, were stimulants to Association officers in these discussions.

Budget Summary
ACU-I Student Staff Conference

March 1969

Budget Proposal

Funding Potential of Regions
Summary of Responses

Budget Proposal		Yes	No	Yes	No	%	Budget Projection By Percentage
1. Participants' Travel							
60 @ $200	$12,000	17	6			74	$ 8,800
2. Participants' Housing & Meals							
60 @ $100	$ 6,000			18	5	78	$ 4,700
3. Honoraria for Resource persons	$ 1,000		(Regional Funds)				$ 2,800
4. Course materials, supplies equipment rentals	$ 1,000						
TOTAL	$20,000						$16,300
Foundation Support	$15,000						- - -
ACU-I (25 %)	5,000						5,000
	$20,000						$21,300

MINUTES OF THE ANNUAL MEETING OF THE ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

The annual meeting of the Association of College Unions-International was convened by President Edwin O. Siggelkow of the University of Minnesota at 2:15 Tuesday afternoon, March 25, 1969. Mr. Bruce Kaiser of Illinois State University served as parliamentarian.

President Siggelkow asked for a memorial silence in honor of Philip Price, director of student affairs at New York University. The assemblage stood in silence.

Mr. Siggelkow announced the dates and sites of future conferences as follows:

March 22-25, 1970 Shamrock Hilton, Houston, Texas
March 20-24, 1971 The Greenbrier, White Sulphur Springs, West Virginia
March 26-29, 1972 The Chase-Park Plaza, St. Louis, Missouri

He also announced that the Executive Committee was giving serious consideration to returning to San Francisco in 1973 and asked if there were any other invitations for that year. The San Francisco announcement was received with applause and no other invitations were received.

Mr. Siggelkow then announced the forthcoming summer professional development programs as follows:

June 22-27 University of Arizona
July 6-13 University of Houston
July 13-19 University of Texas
July 20-August 2 University of Iowa

It was moved, seconded and unanimously passed that the minutes of the 1968 annual meeting as published in the *Proceedings* of that year's conference be approved. It was also moved, seconded and unanimously passed that the reports of the officers and committee chairmen for 1969, previously distributed, be approved.

Mr. Norman Moore of Wisconsin State University, Whitewater, Chairman of the Professional Development Committee, presented a unanimous recommendation of that committee in the form of the following motion "Article Five, Section Five of the by-laws be changed to read, 'The individual membership year shall start on October first'." The former section read "annual dues for affiliate members are payable on July 1st to the Executive Secretary of the Association." The motion was seconded and passed unanimously.

Executive Secretary Chester A. Berry gave a brief report in which he noted that a six-page summary had been made available concerning the conduct of the first year of the new office operation. He expressed thanks to Edgar A. Whiting of Cornell University, past secretary-treasurer, for the amount of work Mr. Whiting had been carrying out for the Association on a part-time basis, to Miss Jean Hyde for the quality and quantity of her labors in the office, to the officers of the Association for their understanding and assistance during the first year and to host director Lyle Curtis and his Brigham Young staff for their splendid effort in mounting the 1969 conference.

He reported on the balloting on the proposed constitutional and by-law changes carried on during the winter. The changes needed to add a vice president for committee affairs to the roster of officers and to the Executive Committee were approved by a vote of 216 to zero. The changes necessary to add the vice president-elect to the Association's Executive Committee were approved 215 to one. He also reported that thrity-one returns were received suggesting fifty-eight names for the 1970 nominations committee. He presented a preliminary summary of statistics concerning the conference showing that of the 934 delegates and wives who preregistered, 779 were registered.

Boris Bell of George Washington University, Vice President for Regional Affairs, announced the 1970 Area Nominations Committee selections, as follows: Regions 1, 2 and 3, Anthony Codding of the University of Pennsylvania; Regions 4, 5 and 6, Frances Partridge of Union College, Kentucky; Regions 7, 8 and 9 Clarence Leverenz of the University of Illinois Medical Center; Regions 10, 11 and 12, Amil Anderson of St. Olaf's College; Regions 13, 14 and 15 Forrest Tregea, Stanford University. Mr. Siggelkow added that George Stevens of Oregon State University would chair the committee and that another past president would be added. Mr. Bell announced that the area captains assisting in the choice had been Jack Sturgell of the University of Delaware, Paul Sherbakoff of the University of Tennessee, Robert Brock of Wisconsin State University, River Falls, William Kratzer of the University of Missouri, Rolla and Marvin Swenson of the University of Calgary.

Mr. Hans Hopf of New York University, chairman of the ad hoc committee on the Joint Statement on Rights and Freedoms of Students, presented the following resolution:

WHEREAS, the Association of College Unions-International throughout its history has been instrumental in the promotion, encouragement and fostering of rights, freedoms and responsibilities of students in the college union, and

WHEREAS, the Joint Statement on Rights and Freedoms of Students is in effect a broadening of long prevailing standards in the college union,

BE IT, THEREFORE, RESOLVED that the delegates assembled at the 46th Annual Conference of the Association of College Unions-International endorse the Joint Statement on Rights and Freedoms of Students with the following understanding:

1. That endorsement by the Association of College Unions-International does not commit any delegate's institution to implementation or enforcement,
2. That the implementation of the Joint Statement is the responsibility of each institution and must be in harmony with its educational purpose and, therefore, may "vary from campus to campus" (Statement Preamble),
3. That delegates be encouraged to strive toward acceptance and implementation within their respective institutions.

FURTHERMORE, BE IT RESOLVED, that the delegates assembled at the 46th Annual Conference of ACU-I join other endorsing organizations in "their conviction" that, in the exercise of freedom "to support causes by orderly means"

(Statement, Section IV B), "action by individuals or groups to prevent speakers invited to the campus from speaking, to disrupt the operations of the institution in the course of demonstrations, or to obstruct or restrain other members of the academic community and campus visitors by physical force is destructive of the pursuit of learning and of free society" and that "all components of the academic community are under a strong obligation to protect its processes from these tactics." (Resolution by the Council of the American Association of University Professors, October 29, 1967 and National Association of Women Deans and Counselors, April 6, 1968).

Mr. Hopf moved approval of the resolutions. This motion was seconded and unanimously passed.

Mr. A. L. Ellingson of the University of Hawaii, chairman of the Task Force on Human Resources, presented the following report:

In order to understand the recommendations to the Executive Committee contained in this report, it is necessary to comprehend the dimensions of our task.

The establishment of the Task Force arose from two things: first, the Kerner report on racism in America; and, secondly, the tragic murder of Dr. Martin Luther King. The original charge to the Task Force was broad; the perimeters of this report were established by us. It took little thought and investigation to reveal that if we were not to concentrate on the problems of racism as it affects the black in our society, we would end up with a resounding bit of pompous nothing because there simply was not time to study other areas of discrimination and racism. Time, not desire or awareness, was the determinant.

The Task Force then limited discussion to the following: (1) what can the Association of College Unions-International do about racism and its effects; (2) what can individual unions do about racism and its effects; and (3) what can union professionals acting as individuals do about racism and its effects.

Our title really should be Task Force on Racism and Its Effects and What Can and Should Unions Do.

We are happy to report that, through the diligence and commitment of Max Andrews, the Association should receive a Ford Foundation grant of $37,600 to fund a three-week seminar in the summer of 1970. This seminar, to be directed by our colleague, Gene Stevenson, will be the third and final phase of a $110,000 program to develop union and student activity staff at 10 predominantly black colleges. This program should be only one part of the Association's efforts in the black college. Further study and action is needed and should be concurrent with the Ford-financed program. The Association can expect our people involved in the black college project to make recommendations for action in this area.

Before stating our suggestions and recommendations, it would be wise to state the minority problem areas we were unable to consider at this time: American Indians, Mexicans, Orientals, Jews, poor whites, women, and the handicapped.

We did not "tackle" these because we simply did not have the time, and in some instances, because our Task Force members lacked the expertise and knowledge to adequately address themselves to the task. In each case, however, we believe that Task Forces should be established to study the current situation and to bring to this assembly at its next annual meeting specific recommendations.

Our Task Force offers to the general membership some recommendations, some suggestions, and one demand.

Union professionals today should be now be accustomed enough to the rhetoric of the demand to look beyond it to the content of the request. And our demand is a simple one. It is only that you have faith that there is a human dream, that it was and is a real dream, and that it still can come true. That dream was and is that every man is endowed by the Creator with an exactly equal share of integrity of soul and being; that the brotherhood of man is real and attainable, not an exercise for the sophists; and that every human being innately possesses the ingredients of a humane being.

It is not easy today to "keep the faith." Faced with the increased polarizations of the right and the left, and daily subjected to the calculated rhetoric of those who profess a love for all humanity but who display hate for individual humans, we still expect the college union to answer unanimously and resoundingly in the affirmative when asked "do you have the faith?"

Our Task Force has faith in you that you have faith in all persons and in every person; that you will sincerely do what you can to remove the cancer of racism from our society; that you possess the love and understanding to do what must be done. This report then is based on faith.

Some of our recommendations are commonplace; others will require commitment, diligence, and courage.

And now our specific suggestions and recommendations (these will be elaborated further in special papers which will appear in the *Bulletin* and in some instances mailed directly to the members for distribution to union boards and committees):

We suggest that each union director, as a general officer of college administration, challenge the bureaucratic credentialism of the college which is a most insidious guarantor of elitism and of the exclusion of minority members from participation at rewarding and significant levels. The civil service test may prove lots of things, but the things it doesn't show are the all-important things in a union—love, warmth, understanding, and courage. We recommend that a special committee be appointed to prepare and compile material addressed to this point for the use of all our directors. We suggest that union directors work with their college deans and presidents to get universities to quit reacting to the rhetoric of demand and listen to what is being asked, and to work to convince "down-town" that universities can handle their own problems. The problems do admit of solution, and the university community is in the long run best equipped to provide the solutions.

We recommend a special Task Force to study the establishment of a Union Corps— our equivalent of Peace Corps and Vista. One study reveals that one of the most serious shortcomings of some of the predominantly black colleges is the lack of staff. On each of our campuses there are bright, sincere, and eager young people who would welcome the opportunity to serve in black college unions as staff members.

We recommend that the Research Committee study a model campus, one whose enrollment is approximately 50% black and 50% white, and find out why we've achieved desegregation but not integration. While the study is in progress, we recommend that resources be made available to the union on the model campus to try, through new and different approaches, to move from desegregation to integration.

We recommend that the Executive Committee study how best the Association can, through its services, assist colleges with significant numbers of black students. The Task Force idea was an introductory membership to the Association.

We recommend that the regional representatives, after review and analysis, nominate to the Executive Committee those non-member institutions in their regions who would most benefit from some type of free introductory membership which would make available to their staff and union boards and committees Association publications, resources, and regional conferences.

We recommend that the Association focus major attention immediately on the two-year colleges. This recommendation is made because we are persuaded that it is here that the major breakthrough for the minorities will come. It is here that the credential of ability and interest and dedication can most quickly be substituted for the credential of the degree. We ask that an inventory be taken at each two-year college of what is now being done in the area of minority programming and personnel practices and that the inventory be made available to all. We do not exclude the four-year institutions; those that have significant programs are asked to describe and evaluate them.

We recommend that the Committee on the Arts take as their number one priority for 1969-70 the accumulation of resource material on minority group cultures to be made available to all institutions, and that the materials accumulated by the Committee on the Arts be utilized by union boards throughout the membership as the base for programming which explains racism and results in an inward examination of local racism, its effects and its possible cures.

We recommend that union boards solicit faculty to teach one extra course this year, either at their own institution or at neighboring community colleges. We ask that union boards request college governing boards to earmark the money saved through the increase in the student/teacher ratio for financial aid to black students.

We recommend that an exchange program aimed at increasing mutual awareness be initiated. The exchange program should be of long enough duration to gain some real understanding and should involve both students and staff. Following through on this idea, we believe that the idea of consortium affords some real and valid opportunities in achieving breakthrough on racism and integration. Our concept is a geographical grouping of college, white, black, and mixed, with leadership coming from within where real interchange would occur. Such interchange would include staff and student exchange, program sharing, and workshops for employees of the union.

We further recommend that each union identify among the unskilled ranks of its employees those blacks who have the potential for supervisory, managerial, and professional positions and initiate the training programs needed to qualify these employees for promotion.

We recommend that every predominantly white institution hire in a staff position—supervisory, managerial, and/or professional—one or more persons from a minority race this year. If non-credentialed, then we recommend that the person employed be considered a trainee until such time as experience can provide the credential.

One word of admonition should be offered at this point. We must be cautious about "raiding" the black college. Their battle is hard enough without institutions with more money continuing to "swipe" the ablest personnel. This is a ticklish point; clearly the Association cannot adopt a stance which tends to limit any individual from being considered for any union position for which he feels qualified.

We recommend that a human resources bank be established by identifying those blacks, students and others, who have the potential for a career in unions and that the Association bring its not inconsiderable weight and influence to bear to insure job openings for these people.

We recommend that the Professional Development Committee structure one or more of the summer short courses to include these trainees in the summer program and that the instructional staff be integrated.

Before coming to our last recommendations, let me tell you what we rejected. We rejected the concept of the Professional Black. We want blacks or, for that matter, Mexicans, Orientals, American Indians, and whites who are union professionals. We believe that the concept of having a black for black student programming is contradictory to the concept of a union. We see the black as possible advisor to the Black Students Association, but his or her first assignment is to management or to the arts, recreation, public affairs, or social committees, or to some other union task.

We recommend that a study of the black student centers now being developed be undertaken. The Association needs to know if these are a healthy and desirable development.

We recommend that the Task Force be continued. We have hardly scratched the surface and feel that it is of great importance that the work be continued. We need to evaluate what happens to the recommendations in this report and to explore those areas mentioned earlier which we simply didn't get around to studying.

We recommend that union staff minorities have full opportunity to work on every committee of this Association. We are particularly desirous of strong and continuous liaison between the Task Force and the Professional Development and Program Committees.

Lastly, we recommend that we put our money where our mouth is. If racism is a problem which overrides almost all other concerns, and we believe it is, then it is our personal commitment which must come first. We are indeed grateful and appreciative of the understanding displayed by the Ford Foundation, but we feel that as individuals, as unions, and as institutions we must do something now. Reliance on the grant to fund our program is not enough. We recommend that every member institution voluntarily contribute $100 this year to a special Association fund to combat racism by supporting the recommendations set forth in this report. We are shooting for a $100 average with 100% participation. The wealthy union will have to contribute in excess of $100 to compensate for those who simply don't have the resources, but, to repeat, we want 100% participation.

One more problem faced the Task Force—what to do with this report. We believe that the suggestions and recommendations are possible, practical, and reasonable, and we would expect overwhelming endorsement by the membership. But endorsement here at this meeting might well be pro-forma. The votes on the ratification of these recommendations will be recorded from now to the next conference—the vote will be a deed or act to implement the recommendations. The Task Force is holding in abeyance any feelings of pride until it evaluates the results a year from now. We ask you to accept this report but to cast your real vote in the next twelve months.

He moved that the report be accepted, the motion was seconded and discussion ensued. Questions asked included the availability of copies of the report at the conference (not available but will be mailed out later), whether the stricture against raiding predominately black colleges would tend to freeze blacks in their existing positions, why the figure of $100 for an average union contribution was selected and whether the language might be tempered somewhat for local campus study. A show of hands did not indicate concern for the tempering of the report's language and the motion to accept the report was passed unanimously. Mr. Ronald Loomis of Hamilton College then moved that Mr. Ellingson be given a vote of thanks for his work with the Task Force. The motion was seconded and ruled passed by the resounding round of applause which followed.

Mr. Rion of the University of Florida, chairman of the Nominations Committee, introduced the committee members as follows: Vice chairman, George Stevens; Regions 1, 2 and 3, E. Arnold Wilkinson of the University of Toronto; Regions 4, 5 and 6, Mrs. Elizabeth Wright of Tuskegee Institute; Regions 7, 8 and 9, Mr. Jack Ohaver of Purdue University; Regions 10, 11 and 12, Mr. John Steele of the University of Texas; Regions 13, 14 and 15, Mr. Matthew Carey of Washington State University. Mr. Rion then presented the following slate:

Immediate Past President-Edwin O. Siggelkow, University of Minnesota
President-Robert A. Alexander, University of California Medical Center, San Francisco
Vice President-Conference Program-Mrs. Shirley Bird Perry, University of Texas
Vice President-Elect-Conference Program-Ernest Christensen, University of Manitoba
Editor of Publications-Porter Butts, University of Wisconsin
Vice President-Regional Affairs-John Wong, Rutgers University
Vice President-Committee Affairs-Hans Hopf, New York University
President-Elect-Harold W. Jordan, Indiana University

Mr. Rion moved, it was seconded and unanimously passed that the slate be accepted as presented. George Stevens moved that the meeting be recessed. This motion was seconded and unanimously approved. (The full committee report follows these minutes.)

The annual meeting of the Association reconvened at 8:30 Wednesday evening, March 26. Mrs. Anita Bales of North Central College, chairman of the Resolutions Committee, presented the following report:

The Resolutions Committee submits this expression of gratitude of more than 800 delegates and wives, representing approximately 430 institutions here assembled at this 46th Annual Conference of the Association of College Unions-International.

To President Ed Siggelkow, whose dedication to the future of the college unions has given concerned direction to this 46th conference, and challenged us to seriously consider our important role in the development of the communiversity. His home may be in cold, snow-bound Minnesota, but his warm attitude toward people has been a driving force in thawing out some of our frozen ideas regarding our contemporary society.

To the Executive Secretary, Chet Berry and his staff for mastering the many complexities encountered in the initial year of this new office of the Association, and for the innovative addition to our lines of communication, the *Union Wire*.

To Earl Finder and the Program Committee for their keenness in adapting our conference theme to the pertinent issues of the day.

To our guest speakers whose awareness of today's fast moving college world, gave us a confidence that we *can* work as one to accomplish our goals when tempered with compassion, understanding and faith.

To the panelists and other members of the sessions who gave unselfishly of their time to provide the true heart of the conference— the free exchange of ideas.

To the host schools for sharing "the purple mountain majesties" a constant reminder that we are indeed living in "America the Beautiful". And to the people of Denver for extending the hand of friendship to all of us from Dalhousie, Nova Scotia, to Lubbock, Texas, to the Kangaroo country of Australia.

To Bob Alexander, our note of approval for his providing a new profile to the conference of the future and our rejection of the petition circulated supporting the removal of the Abe Lincoln Look. One word of caution, however, to you, Bob, continue your art of splitting people's sides and leave rail-splitting to your predecessor.

To Delton Rames and Bernard Richter and their Denver Hilton Hotel staff for their thoughtful cooperation in providing the most convenient and pleasurable surroundings, despite our tiltin' the Hilton with our continuous and exuberant evaluation of communiversity. And to the Hilton carpets, the Ready Killowatt Award for charging the very heart of each delegate and stimulating all of us to shocking new heights in conference participation.

To John Veen, a special thanks for his press coverage from the *solitude* of his "dry gulch".

To members of the Special Committees for the contributions made to the conference through their efforts devoted to Development, the Joint Statement on Rights and Freedoms of Students and especially to the Task Force on Human Resources.

To the conference's largest gathering of Products Exhibitors for their continued efforts to provide service to us. And their latest presentation, the art of folding up their tents and stealing silently away into the night.

To Barbara Kirtland and her wives program committee for incorporating a session specifically designed for "A Wife's Role in the Academic Community"—a conference first.

To Lyle Curtis for his dedication to the task as Conference Host, with special recognition of the two Black Regiments which permitted this fact to become a reality. Also to James

Kirtland, Assistant Host Director and to J. Eitner and countless others who worked behind the scenes to assist the Host in accomplishing the myriad of responsibilities involved in staging a conference of this magnitude.

To all those entertainers who provided welcome diversion to the hectic conference pace with special thanks to Curt Wynder for his arranging the talent—C. Shaw Smith may also be included.

To the Standing Committees and Regional Representatives past and present for the execution of those chores which have contributed to the association not only at this conference but throughout this past year— may the Bell-ringers and the Berry-pickers be blessed!

And for your thoughtful consideration, some words we feel sum up our resolutions with little explanation, — Tours, Baron Von Richtoven, boiled, black, paraphernalia, employment, green lights, hang-over, bare-feet, falcon, baggage, Larimer, Standing Bear, pun, code, Brown Palace, super-soul, pollution, bald, Estes, slippery, anatomy, Lulubelle, Snoopy, N. E. C., shekels, "52", committees, establishment, astronaut, beards, caucus, sock-o-power, morning-after, think, first timer, Connecticut, buffet, mutton chops, liquid, topless, snow, cut-rate, grass paper, do not disturb, 2 B, Alka-Seltzer, convenience foods, bubble gum, Junior Ballroom, swollen, evaluation, air sick, wheel chair, trout, *friendship*, *future*, *Houston*,———

Mrs. Bales moved acceptance of the report. This was seconded and passed unanimously.

Thomas Ahern of the University of Connecticut presented the following resolution and moved its acceptance: BE IT KNOWN BY ALL DELEGATES HERE ASSEMBLED THAT:

DONOVAN DEAN LANCASTER

DID,

Receive an award commonly known as Baccalaureate from Bowdoin College, Brunswick, Maine in one thousand, nine hundred and twenty-seven, anno Domini, served as an Instructor of Government, Freshman Football Coach, Assistant Varsity Football Coach, Swimming Coach;

and

DID,

Become Director of the Moulton Union in one thousand, nine hundred and twenty-nine, anno Domini, thence allying Bowdoin College with membership in The Association of College Unions;

and

DID,

Marry Florence L. "Billie" LaPointe and subsequently became the father of three children: Richard Henry, Janice Florence and Joan Emma;

and

DID,

Purchase a home beneath the Bowdoin pines beside his beloved Fraternity, Kappa Sigma, providing housing for many a needy undergraduate;

and

DID,

Attend the Eleventh Conference of this Association held at Brown University, December fifty and sixth, one thousand, nine hundred and thirty, anno Domini, as attested by the attached photograph;

and

DID,

Serve and work diligently and faithfully for this Association in its development and growth, as panel member, panel chairman, New England Regional Advisor;

and

DID,

Serve as its President during the years of one thousand, nine hundred and forty-nine/one thousand, nine-hundred and fifty, anno Domini;

and

DID,

Serve as host to the delegates at the Twenty-Seventh Conference of this Association held at Swampscott, Massachusetts (in the process tried to drown the delegates by insisting that they share in the joys of sailing on the cold waters of the North Atlantic during the month of December—although not successful in this initial goal, impressed upon the delegates the suffering of "Mal de Mer"),

and

DID,

Love his fellow man and nature to the degree that the Boy Scouts of America conferred upon him the Silver Beaver and the Sovereign State of Maine has recognized him as an Official Maine Guide;

and

DID,

Serve as President of The Brunswick Rotary Club whose motto is "Service Above Self";

and

DID,

Serve the Episcopal Diocese of Maine for decades;

and

WHEREAS,

His noble friend, The Right Reverend George L. Cadigan,
Bishop of Missouri took time from his task as Shepherd of
His Flock to write—
O Thou Who art God,
O Thou Who art our Father and Great Companion,
Praised be Thy Name forever and ever.
We thank Thee for all Thy mercies and loving kindnesses to us and to all men.
We bless Thy Name because Thou dost place us in families wherein we catch glimpses of Heaven and the meaning of love and friendship.
We thank Thee for those who love us and whom we love.
Especially, do we thank Thee for Thy faithful servant, Donovan Dean Lancaster, and for the serenity,
Strong gentleness, humility and inner merriment with which Thou has endowed him.
We thank Thee, too, for his sensitive awareness of Thy handiwork in the mountain forests, the birds, the wild flowers, the running rivers, the lonely lakes, and the speckled trout.
Grateful are we for the straightforwardness, vigor and devotion with which he serves his College and Township where he lives.

We thank Thee, too, because he is a good husband, father and grandfather.
Praise be to Thee for that generousness with which he gives himself in friendship.
Glory be to Thee for his service to the parish church, the Diocese, and the whole state of Christ's Church.
We beg that his simplicity towards Christ and largeness of heart may remain with us down the years as witness to that greatest of all miracles, the Resurrection of our Lord.
And to Thee be our gratitude forever and ever.
Amen

THEREFORE BE IT RESOLVED THAT: The Association of College Unions-International in recognition of this long faithful service to God, to country, to mankind, to The Association, confer upon

DONOVAN DEAN LANCASTER
HONORARY MEMBERSHIP

The motion was seconded and passed unanimously and Mr. Lancaster was presented with an honorary membership plaque.

Amil Anderson of St. Olaf's College made the following motion:

There are few men of whom it is easy to speak in superlatives. The Director of the Rensselaer Union is one of them. Tireless worker, champion of student rights, arbiter of student-administration debates, exacting accountant, sagacious counselor, decisive businessman, expert manager, servant to all but instrument of none, Frank McNeil has created a justified reputation of fair dealing on a man-to-man basis with all who have been associated with the Rensselaer Union over the years.

A native of Schenectady, New York, and a graduate of Troy Business College, Frank had varied accounting and managerial experience with engineering firms and business organizations in the Capital District, before joining Rensselaer Polytechnic Institute as executive secretary of the Rensselaer Union Organization in 1929. Since the day of his appointment Frank has been the guiding hand behind the Student Union Organization at R.P.I.

Few men have had the unique privilege and responsibility for directing one of the nation's oldest student union organizations . . . . beginning in 1890 as the Old R.P.I. Union and combining in 1906 with the Student Association. These groups occupied the first R.P.I. Union structure in 1908. In 1932 under the direction of Frank McNeil a new and improved Union Clubhouse was open. On May first, 1967 the New Rensselaer Union was dedicated.

Perhaps the most appropriate way to describe Frank, would be to say that—he is a reasonable man. Whenever someone makes a request regarding activities involving the Union, he can expect that the request will receive the fairest possible consideration, even if the highest echelons of the University are involved in the decision. Frank has the ability to walk the treacherous tightrope of guarding University funds with scrupulous precision while at the same time rendering to students every reasonable convenience and service.

He has served the Association as a member of the Nominations and Resolutions Committees.

Only such a man could have brought cohesion to the many factions involved in partisan activities within the student body, while at the same time developing a satisfactory working relationship with faculty, staff, trustees and administration. Only such a man could wear a warm smile as a badge of his office.

Therefore, on behalf of the Executive Committee, it is moved that the members of the Association of College Unions-International extend to Frank William McNeil honorary membership in the Association.

This was seconded and unanimously approved. Clarence Shelnutt of Rensselaer Polytechnic Institute accepted the membership in Mr. McNeil's absence.

John Hungerford of Western Michigan University made the following motion:

It is with great pleasure that I have the opportunity tonight, on behalf of the Association, to recognize an individual who has contributed much to the College Union movement.

Don Scott has spent a life time in service to the young people of this country. A native of Kalamazoo, he ventured Southwest to attend the University of Illinois, graduating in 1929. His paths of service started as a teacher and coach at Whitewater High School, Whitewater, Wisconsin for six years, then returning to Kalamazoo Central High School in the same capacity.

In 1943 he joined the Physical Education staff at Western, working with the V-5 and U-2 units, taking time out in 1945-46 to obtain his MA from Columbia University.

In 1948 the University, recognizing his ability, selected him as Director of Walwood Union. Since that start he has directed the growth of the Union and Housing operations on the campus.

His foresight and knowledge of the needs and desires of the students and others of the University community was exemplified in the planning and construction of the new 250,000 square foot University Center in 1957 and its 100,000 square foot addition in 1963.

Facilities, however, are only one part of his contribution to the Union field. He has served the Association on numerous occasions, as regional representative, in program participation, and with membership on standing committees.

His office has always been open to students, staff and others. His ability as a director and warmth as a friend have been felt by many, and are attested to by alumni the world over. Seldom does a week pass without returning alumni or friends stopping to express appreciation for the help and direction he so ably gave.

The Center which he directs stands as the center of activity for the University community, and the program which it provides attests to his leadership.

It is therefore, recommended by the Executive Committee, that the Association of College Unions-International honor Donald N. Scott, Director of the University Center at Western Michigan University, Kalamazoo, Michigan with an Honorary Life Membership in the Association.

It was seconded and passed unanimously and Mr. Scott was presented with an honorary membership plaque.

Mr. Siggelkow announced that the anonymous Butts-Whiting Award Committee had met and reached its decision. He announced that Harold A. Pride of Iowa State University, President of the Association in 1940, had been selected as the third recipient of the Award. He then introduced Past President George F. Stevens who read the following:

Opportunities to publicly honor a colleague and friend come all too infrequently. For this reason, and others, I am pleased to stand before this assembly to do just that.

The person we are honoring is well known—perhaps the most visible professional in college union work. His contributions to the Association and to higher education in general are so numerous and so continuing that my assignment seemed simple—not so,—and for at least two reasons: First, he is the kind of guy whose biographical summary contains only a listing of vital statistics. He would consider anything more, "superfluous." Second, there is so much information available in conference programs, proceedings, the ***Bulletin***, the ***Union Wire***, and other publications as a result of his activity that it is hard to know where to begin.

The bits and pieces I have been able to put together, with the help of some of you, my knowledge of the man, and the published materials available to me here at this conference site, suggest that in the last decade he has touched base with appointments on, or with responsibilities relating to, almost every standing committee of this Association.

In addition, he has been called upon to provide leadership in a number of instances when major challenge or shifts in direction have confronted the Association.

His quest for a doctorate in education from Columbia in 1956 was a labor of love which gave birth to the publication of one of the most read books in the college union library, ***Planning A College Union Building***. We all know it, have used it, and continue to be helped by it. Many of the concepts it embraces remain as vital in our life and work today as they were a decade ago.

He has participated directly in the planning and construction of union buildings on both of the campuses he has served and has consulted in the planning and construction of college unions at other institutions.

He is celebrating his ninth anniversary as a past president of this Association tonight.

He was chairman of the Golden Anniversary Committee which produced one of the most ambitious undertakings of this Association, resulting in the Golden Anniversary Program itself and the publication of the ***College Unions at Work*** series. He personally edited ***College Unions-Year Fifty***.

He served as a participant and member of the advisory committees for publication for two E.F.L. projects: ***Planning College Union Facilities for Multiple Use*** and ***The College Union and the Urban University***.

In 1966 he chaired the special committee to study the feasibility of establishing a central office—making possible the reality we know today. He was subsequently coerced by acclamation of the membership into serving this Association as its first full time executive secretary.

This move saddened the hearts of Stanford students enough to cause them to have cast into bronze testimony to fact that he was one of the few administrators with whom students could talk.

The move also reflected his dedication to the college union and his faith in its future.

I need not tell you about the amazing progress he has made in the development of the central office in a period of less than one year.

His insight into the concerns of the Association, his ingenuity in organizing and equipping the office and his foresight in relating all of these to the needs of the future have nothing but our highest respect and admiration.

This gruff, intellectual bulldog . . . soft, marshmallow sentimentalist . . . demanding taskmaster-administrator . . . understanding counselor . . . uncompromising educator . . . quick-witted humorist and friend . . . this total man . . . it is not we who honor him, but he who honors us—Dr. Chester A. Berry.

Mr. Siggelkow then introduced President Robert A. Alexander and passed to him the presidential gavel. Mr. Alexander thanked Mr. Siggelkow for his leadership, presented him with a plaque noting this service, and a past president's pin and declared the 1969 conference at an end.

CONSTITUTION OF THE ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

Article I
NAME

Section 1. This organization shall be known as the Association of College Unions-International

Section 2. The word Union is herein defined as a college or university organization whose objectives are to provide a general community center and an out-of-class educational program, social-cultural-recreational, for the campus.

Article II
PURPOSE

This association is organized and shall be operated not for profit; and for exclusively educational purposes. In furtherance of these purposes and for no other:

a. Provide a medium through which representatives of member institutions may cooperate in advancing the educational interests of the institutions they represent.

b. Encourage and assist colleges and universities in the planning and development of unions.

c. Prepare and present materials and programs designed to assist in the educational and professional self-development of affiliate members.

d. Encourage research designed to further develop the educational aims of the Association and its members.

Any activities not in themselves in furtherance of its educational purposes shall constitute an unsubstantial part of its total activities. The assets of this Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary, the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article III
MEMBERSHIP

Section 1. Membership in the Association shall be open to any college or university. Application may be made to the executive secretary of the Association and is subject to the approval of the executive committee.

Section 2. Individuals may become non-voting members of the Association in accordance with the provisions outlined in the By-Laws.

Article IV
OFFICERS AND THEIR ELECTION

Section 1. The officers of the Association shall be the president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for regional affairs, vice-president for committee affairs, and editor of publications.

Section 2. The officers shall be elected at the annual conference by a majority vote of the regular members present.

Article V
EXECUTIVE COMMITTEE

Section 1. There shall be an executive committee which shall consist of the president, president-elect, vice-president for conference program, vice-president for committee affairs, vice-president for regional affairs, vice-president-elect for conference program, editor of publications, immediate past president, a representative of the region in which the next conference will be held, such representative to be named by the executive committee, and the executive secretary (without vote).

Section 2. The term of office of the members of the executive committee shall be from the date of election of the officers through the next regular annual conference of the Association.

Article VI
ANNUAL MEETING

The Association shall meet in conference annually.

Article VII
BY-LAWS

The affairs of this Association shall be conducted in accordance with the By-Laws, except that none of the provisions of this Constitution may be contravened at any time by the By-Laws.

Article VIII
AMENDMENTS

Any of these articles may be amended or repealed, supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revisions may be made upon written notice to all regular member institutions no less than thirty days prior to the annual conference and upon a three-quarters majority vote of the regular member institutions present and voting at the annual conference, or by a two-thirds vote of all regular member institutions voting in a written referendum submitted by the executive committee.

BY-LAWS
OF THE
ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

Article I
MEMBERSHIP

Section 1. Institution membership shall be of two classes, regular and associate. Applications for membership in either of these classes shall be submitted to the secretary of the Association for approval.

a. Regular membership shall be for those colleges and universities that have a union building.

b. Associate membership shall be for those colleges and universities that are contemplating establishment of Unions or that are interested in any phase of Union activity. Institutions joining as associate members may hold such membership until January 1 of the year following the start of construction, at which time said member is automatically transferred to regular membership.

c. Where two or more unions or campus community centers exist under the jurisdiction of the same governing board, they shall be entitled to apply for a single membership; if under the jurisdiction of separate governing boards, each shall be entitled to Association membership status and services upon payment of the established membership fee.

Section 2. There shall be three types of individual membership.

a. Professional membership shall be open to any professional staff member who holds a baccalaureate degree and who is employed, or has been employed, on a full-time basis in any Union whose college or university holds regular or associate membership in the Association. Applications must be sponsored by the director of any member union and must be submitted to the secretary of the Association for acceptance.

b. Affiliate membership shall be open to any full-time graduate student who is enrolled in a program of studies related to the college union field or who is working part-time in a Union under an assistantship, fellowship or internship. Applications for affiliate membership must be sponsored by the director of the member union and must be submitted to the secretary of the Association of acceptance.

c. Honorary membership shall be open to those individuals who have manifested an exceptional interest in the affairs of the Association or rendered exceptional service to the Association. Election to honorary membership shall be by a three-quarters vote of the Association membership in attendance at the annual conference. No dues shall be required from honorary members.

Article II
DUTIES OF OFFICERS

Section 1. The president shall direct the affairs of the Association and preside at the annual conference. He shall appoint, with the approval of the executive committee, all standing conference and special committees, and the regional representatives of the Association. He shall represent, or appoint persons to represent, the Association at conferences and ceremonies to which the Association has been invited and should have representation. He shall call meetings of the executive committee when he deems it necessary.

Section 2. The president-elect shall assume the duties of the president in his absence, and shall perform such other duties as the president and the executive committee may determine.

Section 3. The vice-president for conference programs shall be responsible for the development of the program for the annual conference.

Section 4. The editor of publications shall be responsible for the preparation and editing of such publications as may be designated by the executive committee. He shall receive remuneration for his personal services over and above the secretarial and incidental expense of the office. The amount of said remuneration shall be determined by the executive committee, the editor of publications not voting. He shall perform such additional duties as shall be assigned to him by the executive committee.

Section 5. The vice-president for regional affairs shall coordinate the activities and functions of the regional representatives, shall provide training for new regional representatives, shall preside at all meetings of the regional representatives, and shall perform such duties as shall be assigned by the executive committee. The term of office shall be one year. The vice-president for regional affairs may be reelected but shall not serve for more than three consecutive terms.

Section 6. The vice-president for committee affairs shall coordinate the activities and functions of the standing committees, shall preside at joint meetings of the committee chairmen and shall perform such duties as shall be assigned by the executive committee. The term of office shall be for one year. The vice-president for committee affairs may be reelected but shall not serve for more than three consecutive terms.

Section 7. The vice-president-elect for conference program is responsible for developing the program of the annual conference scheduled two years after his election and shall perform such additional duties as shall be assigned to him by the executive committee.

Article III
EXECUTIVE COMMITTEE

The executive committee shall operate between the annual conferences of the Association; it shall determine the time and place of the annual conference; it shall supervise the preparation of the annual budget and shall approve expenditures; it shall fill such vacancies as may occur in the membership of the executive committee; it shall meet immediately preceding the annual conference to discuss matters to be brought before the conference and such other business as may come before it; it shall determine the location of the central office, appoint the executive secretary, and determine the particulars of his duties and employment.

Article IV
VOTING

Section 1. Each regular member of the Association shall be entitled to one vote at the annual conference. A majority of the regular members registered at an annual conference shall constitute a quorum.

Section 2. Associate members shall not have voting power.

Section 3. Affiliate and honorary members shall not have voting power.

Section 4. There shall be no voting by proxy.

Article V
DUES AND FEES

Section 1. Annual dues for regular members in the Association shall be assessed in accordance with full-time student enrollment as follows:

Enrollment	Annual Dues
Under 2,500	60
2,501 - 5,000	100
5,001 - 8,000	125
8,001 - 10,000	150
Over 10,000	175

Regular members not in the United States or Canada shall pay annual dues of $40.

Section 2. Annual dues for associate members in the Association shall be one-half that of corresponding regular membership.

Section 3. Annual dues for both classes of membership shall be payable to the executive secretary of the Association at the beginning of each calendar year.

Section 4. Annual dues for professional and affiliate members shall be six dollars.

Section 5. Annual dues for professional and affiliate members are payable on October 1 to the executive secretary of the Association.

Section 6. The assets of the Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary and the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article VI
REGIONS AND REGIONAL REPRESENTATIVES

Section 1. The Association shall have geographical regions. For each region created there shall be a regional representative whose responsibility it shall be to assist the officers and executive committee in the development of the Association, advise on matters of policy, and assume responsibility for holding regional conferences.

Section 2. The geographical regions shall be determined by the executive committee and reviewed periodically.

Section 3. The president shall appoint, with the approval of the executive committee, a representative from each region. Appointments are to be made at least one month prior to the annual conference and the term of the appointment shall be three years. The term shall begin at the end of the conference following the appointment and shall expire at the end of the conference three years hence. A person serving a full three year term as regional representative cannot succeed himself.

Article VII
COMMITTEES

Section 1. The president shall appoint, with the approval of the executive committee, the following committees:

a. The Arts: This committee shall: 1) study, promote, and facilitate the development and implementation of educational programs in the arts in a concerted effort to increase awareness, understanding, and appreciation of the art forms; 2) concern itself with all segments (architecture, creative crafts, dance, drama, film, literature, painting, sculpture, etc.) and aspects of the arts to provide direction and resources for the membership it serves; 3) give particular emphasis to assessing and interpreting trends in cultural affairs, exchanging significant ideas and experiences about arts programming and establishing communication with related regional, state, and national art organizations.

b. Inter-Association: This committee shall: 1) work with the representatives of other national associations (currently NASPA, ACHUHO, ACPA, AACRAO, NAWDC, NAFSA) in (a) identifying the most pressing issues and problems in the college student personnel field, particularly those of long range import and those accentuated by curricular and enrollment complexities and (b) developing working agreements among professional associations as to the particular problems which might be given primary research and program emphasis by each and concerning those problems on which two or more of the associations might work cooperatively in the years ahead; 2) communicate basic information, policy, and procedural changes of the Association of College Unions to a key representative of each of these allied organizations.

c. International Relations: This committee shall: 1) develop an awareness on the part of American students and faculty toward foreign students as individuals and as persons representing mores and attitudes at variance to our own; 2) encourage our students to develop lasting friendships with students from other countries; 3) encourage international students to take an active part in campus affairs; 4) encourage the proper coordination and development of international or cosmopolitan clubs or committees on campus, specifically on those campuses which have none; 5) encourage the allocation of an adequate budget for meaningful international programs; 6) develop a close liaison with appropriate organizations and agencies involved with international relations programs; 7) encourage the exchange of ideas related to the international programs between college unions, which may be directed to the *Bulletin* or gathered through an occasional poll of the membership; 8) encourage holiday and vacation trips of international students to various parts of our country and that of American students to foreign countries and encourage the exchange of cultural programs; 9) encourage better procedures for routing foreign visitors to our campuses and arranging hospitality.

d. Junior Colleges: This committee shall: 1) promote membership of junior and community colleges in the Association; 2) assist the two-year institutions in developing insight into the role of the college union on their campuses; 3) provide the two-year institutions with information relative to all areas of college unions; 4) with the regional representatives promote appointments of junior college representatives in each region; and 5) work through the regional junior college representatives in determining the ways in which the Association can best serve its two-year member institutions.

e. Professional Development: This committee shall: 1) promote the development of varied training programs within the Association in accordance with the professional needs of the membership; 2) provide the membership with up-to-date information concerning graduate assistantships, scholarships, grants, etc., available to current or prospective members of the union field; 3) provide the membership with similar information concerning graduate and undergraduate curricula presently being offered in the college union or allied fields; 4) promote the establishment of graduate or undergraduate curricula in the college union field at a number of appropriate colleges and universities; 5) conduct study and research relative to professional standards, training requisites and salaries for the purpose of reevaluation and revision of the manual, ***Standards of Training, Experience, and Compensation in College Union Work***, an official publication of the Association of College Unions.

f. Publicity and Public Relations: This committee shall undertake to convey the college union story, what it stands for, and its importance as an integral part of the education program. In pursuance of this basic objective it will endeavor to: 1) obtain and interpret the educational role of the college union; 2) encourage union staff members to keep informed about the Association of College Unions and, whenever possible, to enhance and explain the college union role to students and colleagues: 3) develop a continuing program of press releases with special effort being directed toward the annual conference of the Association of College Unions; 4) work with officers, regional representatives and Association members in cultivating increased understanding of the college union among other allied organizations.

g. Recreation: This committee shall: 1) initiate, promote, and guide intercollegiate tournaments in the various games areas, to supplement campus programs for the purpose of stimulating interest and participation in these activities at the campus level; 2) establish standards and procedures for participation in tournament programs; 3) gather and disseminate information relating to union games, programs and facilities.

h. Relations with Artists' Representatives: This committee shall: 1) act as a clearing house for all information coming from the membership and from artists' representatives; 2) assist union directors in finding reliable agencies through which to obtain talent; 3) attempt to establish some standard procedures to be followed by the Association of College Unions members in their dealings with and in negotiating contracts with artists' representatives; 4) act as liaison between the union director and the artists representative in cases where direct negotiations have failed.

i. Research: This committee shall: 1) assist individuals making studies by providing literature and materials which may have a bearing on their projects; 2) stimulate and coordinate research activities in the union field by issuing material designed to encourage research and special surveys and by providing a small financial grant for an individual project if the members of the Association's research and executive committees believe that the project will be particularly useful to the membership of the Association; 3) serve as a clearing house for union questionnaires and research projects and assist in improving the value of these projects, and in protecting the membership from the circulation of a large number of inferior questionnaires; 4) facilitate the collection of data by granting those whose projects justify the use of the phrase, "cleared by the Research Committee, Association of College Unions," and by providing address labels of member colleges; 5) assist in the publication of the results of completed studies, the form of such assistance to depend on the nature and significance of the studies and the judgment of members of the Research Committee.

j. Resolutions: This committee shall: 1) prepare suitable resolutions in recognition of the courtesies and contributions made by the staff of the Association, the program committee, the host school, host staff, the facilities and the prominent speakers, and other persons who have contributed to the furtherance of the goals of the

Association during the past year; 2) be responsible for researching and writing sufficient resolutions to note the contributions made by those members who are proposed for honorary status; 3) prepare in advance of the conference a resolution to be read at the first general session of the annual conference recognizing the work and contributions of the deceased members since the last conference convened.

Section 2. The president may appoint, with the approval of the executive committee, such other committees as are deemed necessary to the functioning of the Association. Committees may be dissolved by action of the executive committee.

Article VIII
NOMINATIONS COMMITTEE

The Nominations Committee shall consist of seven members, two of whom shall be past presidents of the Association, appointed by the president with the approval of the Executive Committee. One past president shall serve as chairman of the committee; the other past president shall serve as chairman-elect. The other five persons, who shall represent a geographical balance of the Association, shall be appointed by the regional representatives from the recommendations submitted by the Association's membership. The Nominations Committee shall prepare a list of nominees for the offices of president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for committee affairs, vice-president for regional affairs, and editor of publications. Appropriate biographical material of the nominees shall be presented with the report of the committee.

Article IX
AMENDMENTS

Any of the articles of these By-Laws may be amended or repealed, and supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revisions may be made upon a majority vote of the regular member institutions present and voting at annual conference, or a majority vote of all regular member institutions voting in a written referendum submitted by the executive committee.